

PERSONAL COLUMN

Next year sees the centenary of the County Council Act. In 1888, Harold Ritchie, president of the Local Government Board in Lord Salisbury's Government (but not otherwise remembered as one of Nicholas Ridley's predecessors), carried the measure through Parliament. For the first time, each county was given an elected council; 14 years later county councils became local education authorities under Arthur Balfour's Education Act.

It is a great mistake to imagine that all the shire counties have been educational backwaters. As a young civil servant in the 1950s, some of my earliest dealings were with Shropshire. Education was in the hands of Offley Wakeman, the high Tory chairman of the education committee, and Martin Wilson, the humbly-titled, but formidable secretary for education.

I visited schools in Shropshire several times with Martin Wilson. He drove a splendid old Rover with one hand (or sometimes none) along the country lanes to Clun or Wem, pointing out natural and man-made features. Then he would stop suddenly at a village school, give me a thumb-nail sketch of it as he hurried up to the door with his hair flying and greet the well-briefed head. In no time at all, she would be telling me of her urgent need for a new building. He was as effective on paper or at a meeting, and he and his thrifty committee persuaded us to approve a lot of building work in the county.

And Shropshire was not alone. From the 1950s, and even earlier, many counties, Labour and Conservative, have been pragmatic innovators. Durham, and later Nottinghamshire, with nursery education; the West Riding with middle schools; Devon, Dorset, Oxfordshire and many others with successful rural comprehensives; Hampshire with some of the earliest sixth-form colleges that now attract 16-year-olds from independent schools; Cambridgeshire with village colleges - the list is a long one.

There will be plenty for the counties to celebrate next year. No doubt some shire halls will echo with solemn speeches from chairmen and chief executives. I hope there will be more popular rejoicing as well. Why not bands in Bedford, dancing in the streets of Dorchester, processions in Preston, son of



RICHARD JAMESON

County fate

'Labour has a plan to dismember them. And there is also a menace from the Right'

lumière in Shrewsbury, even some levity in Lincoln?

But wait. The Labour Party, according to a policy document published a month ago, plans to dismember the counties. Nine of the old county boroughs (Stoke, Hull and the rest) will become education authorities again. Later other district councils, singly or in combination, will join them; and the etiolated counties, which spend two-thirds of their money on education and educate more than half the country's children, will wither away. (Apparently polytechnics and other colleges will go to new regional bodies, and the seamless robe of education will be in shreds.)

John Stewart of the Institute of Local Government exposed the constitutional, management and financial nonsense of some of this in his booklet *Organic Change* when the Labour Government of 1978 advanced a similar proposal; Josie Farrington of Lancashire and her Labour colleagues in the ACC can be expected to fight it tooth and nail; and after Greenwich it perhaps need not be taken seriously - though the Liberals have flirted with some similar notions.

There is a more dangerous, because more plausible, menace from the right. I am not thinking here of the centralizing ambitions said to be nursed by some ministers. Kenneth Baker carefully qualified his remarks about a national curriculum with references

to consultation and consent; the reputation and resources of the Manpower Services Commission are waning; and it is hard to believe that the removal of polytechnics from local authority control or the establishment of a few city technology colleges will excite much concern in Arkengarthdale.

The real threat to the counties, and indeed to I.e.a.s as a whole, comes from the free market group of younger Conservative MPs. Last year some of them set out their views in a booklet, *Save our Schools*; and one of them, Robert Jones (my own MP), conveniently summarized them in a speech in the House on January 20 this year. He said (*Hansard*, Col 762):

"First, the management of all current funds should be by the headteacher under the policy direction of an accountable board of governors. Secondly, there should be an election on a three-yearly rotating basis of a school board by parents by means of a postal ballot. Thirdly, there should be an allocation of current funds on the basis of the number of pupils on each school roll at the beginning of each year. Fourthly, school funds should be paid directly by the Department of Education and Science. Fifthly, power should be delegated to school boards to fix on an individual basis the remuneration of teachers and their terms and conditions of employment."

As *Save our Schools* admitted (or

claimed): "the role of the I.e.a.s would be drastically reduced... schools would, in practice, form associations with each other, possibly under the aegis of the vestigial I.e.a.s, to handle some of the functions such as welfare and truancy more efficiently than they could as single schools."

There has been a vigorous response to this. Philip Merridale, a leading Conservative in the ACC, described in *The TES* (February 20) the vast range of school functions which can only be managed effectively and efficiently on a county-wide basis - school transport and school meals, child guidance, the education of the handicapped, curriculum development and the rest. And, speaking with even greater authority, Angela Rumbold, herself an old I.e.a. hand, told the Hereford and Worcester headteachers last month that "we have 400,000 teachers and 25,000 schools which can only be run by I.e.a.s. I.e.a.s have worked pretty well up to now. Every system has its drawbacks, central and local, but I think this is the best system." (*TES*, February 20).

Perhaps, then, next year's joy and junketing can be unconfined. But it would be as well for the revellers in the shires to remind others of Burke's well-remembered doctrine - "It is not necessary to change, it is necessary not to change."

NEXT WEEK

Parent power
Jeremy Sutcliffe reports on the progress of the parents' movement during the past year

Peaceful co-existence
Why the maintained and independent schools need each other

Against sanctions
Fleur de Villiers reviews some recent studies about the South African economy

Extra: Reading

NOTICEBOARD

No 296 CROSSWORD by Rufus

PEOPLE...

Mr Tom Cornthwaite to be county education officer for Suffolk in succession to Mr Duncan Graham. He was formerly deputy education officer.

Professor Nali Buxton, deputy director of Glasgow College of Technology, to be director of Hatfield Polytechnic on the retirement of Dr John Illerton in September.

Mrs Hilary Temple, head of Coventry Open Tech Project, to be director of the Manpower Services Commission Open Learning Branch.

Mr John Hazel, head of classics at the City of London School, and Dr Michael Grant, a former fellow of Trinity College, Cambridge, are the joint winners of the Latin Prize, for the Italian translation of *Who's Who in Classical Mythology*.

CONFERENCES...

March 27 National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings conference on *An Introduction to psychodrama*, by Paul Holmes, consultant and senior lecturer in child and adolescent psychiatry, at Isledon Teachers' Centre, Blackstock Road, London NW10 1JN from 10am to 1.30pm. Tickets at the door £3.50 (non-members) or from Gill Eastaugh 01-979 6542 (evenings).

March 22 Issues in children's sport at Bedford College of HE organized by the Institute for the Study of Children in Sport to bring together coaches, administrators, teachers

and others with an interest in providing sport for children. Details from Mr B Golby, Bedford College of HE, 35 Lansdowne Road, Bedford MK40 2BZ.

March 26 Youth into media - a conference for those interested in careers in the media at Central Hall, Westminster. Fee £2.75. Details from Youth into Media, 92 Central Street, London EC1.

March 28 Education - who's in control? organized by the Harrow branch of the National Association for Primary Education with John Roe, Prim's Tuck and Henry Pluckrose. Fee £4. Details from Adrian Parker, Stanbury Middle School, Abercrom Road, Stanmore, Middlesex HA7 2PJ.

March 29-April 3 Association for All Speech Impaired Children (AFASIC) symposium at the University of Reading. Sessions on the causes of language disorder, the characterization of speech and language disorder, management of children and young people with language disorders, psychological aspects of specific language disorder and augmentative communication systems. Details from Mela Nichols, AFASIC, 347 Central Market, Smithfield, London EC1A 3NH.

March 30-31 Association of Teachers of Tourism conference on *Tourism technology and information sources* at the University of Surrey for teachers on FE and HE tourism courses. Fee £35 (non-members £50). Details from Elio Lanza, North-east London Polytechnic, London Road, Dagenham, Essex RM8 2AS.

COURSES...

March 30-April 1 Admissions to higher education for school and higher education, teachers, careers officers and advisers and higher education admissions staff at the college of Ripon and York, St John. Details from CRAC, Bateman Street, Cambridge CB2 1LZ.

April 2 Supporting student learning at the Centre for Educational Development and Training, Manchester Polytechnic to discuss good practice and the contribution of the pastoral experience of sixth-form colleges and community education and the work of access courses in study skills. Fee £21. Details from Mrs Madeline Agnew, CEDAT, Manchester Polytechnic, Hathersage Road, Manchester M13 0JA.

April 3 Courses for courses - educational courses and their implications for employment in the leisure and recreation industry for lecturers and teachers of PE and recreation studies at Hammersmith and West London College, with George Tomlinson, Bob Brenton, Bill Black and Les Spiers. Details from Mike Warwick, South Thames College, 50 Putney Hill, London SW15 6EX.

April 4 Of course you can help your child to learn with *Guideline* - a practically-based course on parental involvement organized by Discussion and Information of Educational Topics Service at Millfield House Arts Centre, Silver Street, Edmonton N15 1PL Tel 01-807 8756. Fee £3.50.

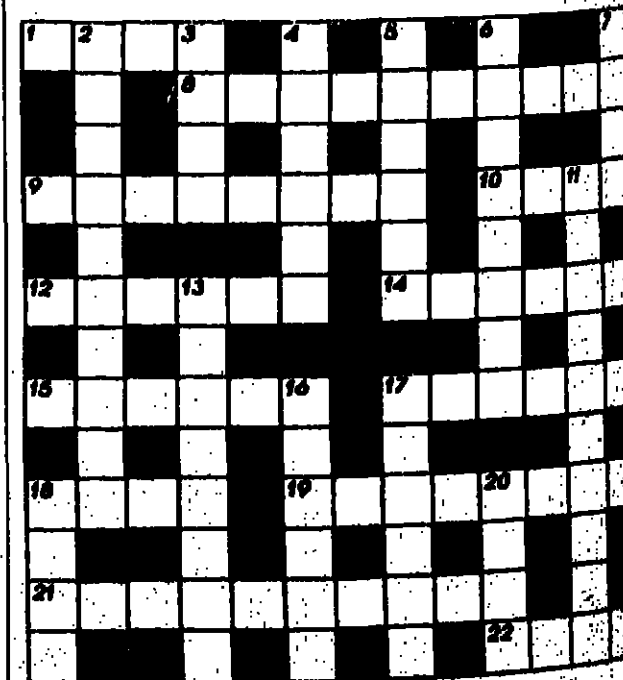
EVENTS...

March 27 and 28 Technology fair at Manor Farm School, Rushall, organized by TVEI and the science and technology project teams. Displays and demonstrations of children's work, problem-solving, and exhibitions of technology equipment. Details from the TVEI Centre, EDC, Gorway Road, Walsall, WS1 3BD.

March 28 BAYSIDE, a science and technology based "fun day" at London Zoo organized by the British Association for the Advancement of Science. Competitions, problem-solving activities, interactive exhibits and industrial presentations will be among the events. Tickets, which include entry to London Zoo, are £1.60 for BAYS members, £2.60 for non-members. Adults, £3.60. Details from Barbara Small or Peter Briggs, the British Association, Fortness House, 23 Saville Row, London W1.

COMPETITIONS...

Cot death research
A competition to create a Christmas card in aid of cot death research is open to all 5 to 16-year-olds. The winning design will be printed as Christmas cards and sold in aid of research. A special exhibition of the 400 best entries will be held in London in the autumn. Details from Karen Taylor, Bliss Lancaster, 180 Wardour Street, London W1.



Across

- 1 Underground pipe (4)
- 6 Leave the wrong impression (10)
- 9 He's cruel perhaps, but known for his strength (8)
- 10 She loved Narcissus, it's recalled (4)
- 12 Key to public property (6)
- 13 My wish is for something fancy (6)
- 15 First film shot of suspense (6)
- 17 Possibly border on a criminal act (6)
- 18 Pattern print (4)
- 19 Courteous; flatter; play 12 taken to heart (8)

Down

- 2 Reserve player (10)
- 3 Great work from the pleader (4)
- 4 Strange girl seen by the French window bars (6)
- 5 Pining task for a garage addict? (6)
- 6 In a way it repays harness (6)
- 7 Open to defeat (4)
- 11 Their form may be flimsy (10)

Educational Supplement

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Liverpool offers staff guaranteed marking and preparation time

Unions sign historic class size deal

by Barry Hugill and Richard Garner

Teachers and their employers have agreed the first-ever contract guaranteeing maximum class sizes and marking and preparation time in any English or Welsh schools.

The deal - agreed between five teachers' unions and Labour leaders of Liverpool City Council only hours before 47 of their councillors were disqualified from holding office - is expected to be honoured by the city's governing Alliance administration.

Union leaders are studying the contract in the hope that it will pave the way for negotiations with other authorities. The National Union of Teachers, in particular, favours further deals as a way of improving on the contract Mr Kenneth Baker is imposing by law.

The contract specifies a maximum secondary school class size of 30 - an improvement on the figure of 33 negotiated in the Acs deal between teachers and I.e.a.s, but in line with that put forward last week by Mr Giles Radnor, Labour's spokesman.

It also guarantees non-contact time for marking and preparation equivalent to 12½ per cent of the school day - and a guaranteed programme of in-service training.

The number of supply teachers will be boosted so that subject specialists will be available to replace teachers on

in-service training courses. Union leaders hope to extend the deal to primary schools later.

The contract was signed last week by Mr Kenneth Antcliffe, the director of education, and all the teacher unions but the Professional Association of Teachers, which is not recognized.

The immediate extra cost is minimal because the deal is self-financing: it will swallow up those teachers whose jobs would otherwise have disappeared because of falling rolls, so it absorbs possible future savings.

Mr Antcliffe said that the Alliance, which is in charge until elections in May, would have no reason to renege on the contract because "it does no more than encapsulate long-standing agreements. No concessions have been made to the teachers".

The first act of the new council will be to scrap Labour's rigid catchment area policy for its 17 reorganized community schools.

From September, parents will have the right to choose, subject to availability of places, whichever of the schools they prefer, regardless of where they live.

The policy will only apply to 11-year-olds despite an earlier pledge from Sir Trevor Jones, the city's Liberal leader.

End of a socialist experiment, page 6.



Panel pupils of Birmingham's Handsworth Wood boys' school (Lukhbir Gill - left - and Devon Plummer) learn the techniques of ballet during a seven-week project at the school organized through Sadler's Wells Royal Ballet.

Authorities take lead on curriculum

by Ian Nash

Local education authority plans to preempt the Government's proposal to impose a national curriculum on schools have been drawn up with the full support of all political parties.

The authorities are planning a national advisory body - similar to that serving public sector higher education - which they hope will be chaired by a representative of the Education Secretary and will be responsible for setting curriculum guidelines to I.e.a.s.

Rejection of the teacher unions from anything but an advisory role complies with the emphasis in the draft proposals from the Council of Local Education Authorities that it has no objection to returning to the days of the National Schools Council.

It will certainly please Mr Kenneth Baker, the Education Secretary, that the I.e.a.s. could have a hard time

convincing him of their suggestion that the body should merely issue guidelines to be "endorsed or modified" to suit local conditions.

The recommendations, however, are not final. They will be put to the I.e.a. associations - which are unlikely to oppose them - and will be modified and spelled out in more detail at a special meeting of CLEA on April 15.

A national advisory body for the schools sector would have two tiers. The first tier, which would issue the guidelines, would include local and central government and voluntary sector representatives, and be chaired by a Minister or his representative.

The second tier would include education officers, inspectors, heads of other teachers, representatives of the SEC and SCDC and of employers' organizations. It is suggested this tier

would have an independent chairman. Her Majesty's Inspectorate, the Department of Education and Science and the Manpower Services Commission would also be invited to participate, and the advisory body would set up a number of working parties to look at particular aspects of the curriculum.

With I.e.a.s free to endorse or modify the national guidelines to suit local conditions and needs, the 1986 Education Act would ensure that the work of the advisory body was paid more than lip-service.

Individual authorities would be required to publish their curriculum policies for parents, governors and others to assess by the national recommendations.

Mr Ivor Widdison, a spokesman for CLEA, was optimistic about the plans. "Kenneth Baker has gone out of his mind," he said.

Continued page 3, col 2

Bangladeshi threat to ILEA

by Diane Spencer

Bangladeshi community leaders in Camden and Westminster are considering legal action against the Inner London Education Authority because 800 homeless children are allegedly being denied regular schooling.

Earlier this month, the community leaders decided to consider challenging the ILEA for breaking the 1944 Education Act and the Race Relations Act.

The Camden Committee for Community Relations has encouraged parents to take legal steps, but the ILEA says it is well aware of the problems of educating children from homeless families - estimated to have risen in number from 50 five years ago.

Officials estimated that 15 new primary schools would have had to be opened to cope with all the homeless families in this area.

Mr Gwyn Robins, divisional education officer, hopes that 180 places can be added by September and extra Bengali-speaking education welfare staff hired next month. He has already provided 180 extra places.

His area, spanning Victoria, Paddington and King's Cross, attracts newcomers to London because of its high concentration of hotels.

The difficulties in educating homeless Bangladeshi children include education departments;

□ poor liaison between housing and education departments;

□ illiteracy so they cannot read translated information leaflets;

□ frequent moves so the education authorities fail to catch up with them.

Mr Bernard Wiltshire, deputy leader of the ILEA, will meet Bangladeshi parents at Winton School in Islington this evening.

THIS WEEK

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Parent power



False start



Dangerous professionals



Reading



45-52



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Time to put the house in order

A vote of 63 to 12 in favour of a one-day strike in the council of the Assistant Masters and Mistresses Association has been followed by the decisive rejection of the strike call in a poll of the membership. AMMA will not strike. Council members will examine their own judgement and prepare to take the train to Harrogate for the association's pre-Easter conference, many of them with fragments of egg still about their persons.

Three unions have now voted. Two overwhelmingly supported action: one was opposed. The divisions are embarrassing to all teachers and particularly to the NUT and the NAS/UTW, whose staggered programme of strikes and rallies is only now getting under way. What is at stake is the support of parents and how to make a powerful protest without offending them. The NAS/UTW and the NUT clearly believe that they must protest with all the vigour at their command, and that, in the long term, parents will understand and lay the ultimate blame not on them but on the Secretary of State.

They get some support for this view from the representative voices of parents (page 7). But how many divisions has the National Confederation of Parent-Teacher Associations? It is a fairly safe rule to distrust national bodies with loose membership ties when they purport to speak for their members.

It is one thing for a PTA to consult parents in a school - collect opinions and put them to the vote and then produce a reasoned statement of their collective view to feed into a local debate. But the lines of communication between the leaders of the NCPTA are far too long and flimsy to allow its leaders to speak with authority about the reaction of local parents to action in any particular school or throughout the country. And, indeed, Mr James Hammond, deputy secretary of the NCPTA, recognized this recently in a television interview when he observed that parents would blame the teachers for the immediate consequences of this action even if (as he evidently hoped) they also held Mr Baker responsible for the underlying cause.

Dr David Owen, with an election in the wind,

weighed into the teachers at the Alliance meeting in Plymouth. The Act, which had imposed the salary settlement and laid down the contract, was now the law of the land and so was the confiscation of the teachers' negotiating rights. He thought it would be quite wrong to disrupt the education of individual boys and girls to register protest on these matters and try to make the Government change its mind. Dr Owen is no better placed than Mr Hammond to assess parental opinion, but it is a politician's job to form shrewd assessments of public reactions. He clearly shares Mr Baker's appraisal of the politics of the Teachers' Pay and Conditions Act 1987, and it is this judgement which will now be strengthened by the AMMA vote.

The truth of the matter was neatly summed up in a television interview on Monday evening between Terry Wogan and two eminently reasonable teachers who were supporting strikes. They were among the most effective spokesmen for the teachers so far, because the sincerity of their concern for their pupils was transparent. They saw no alternative to the present round of protests. Otherwise, Mr Baker would simply turn round and say: "There, I told you so, the teachers accept what I've done; it's only their union leaders who are up in arms".

It is very difficult to quarrel with this analysis. If the teachers had taken no action, that is exactly what Mr Baker would have said - it's exactly what his advisers were saying in advance. But how much striking - how much action which causes children to be sent home - needs to take place to register the teachers' protest?

The AMMA seems to be saying that the limit of the effectiveness (and acceptability) of this kind of disruption is soon reached. Reports from around the country suggest that some of those who have demonstrated their loyalty and conviction by supporting action, are doing so with their eyes open; they know that there is a real risk that support will peter out in the face of parental anger. If this were to happen it would weaken the unions' position dramatically.

The teachers' unions remain acutely vulnerable because of their divisions. Their friends in the Trades Union Congress have been appalled by the perpetual wrangling between the NUT and the NAS/UTW. Significantly, Norman Willis, the TUC general secretary, took the occasion of the latest outbreak of disruption to urge them to merge because their present feuding is an affront to teacher unionism. Even those who think that TUC-style teacher unionism is itself an undesirable development, must agree that the fragmentation of the teachers' organizations has been exploited by Mr Baker.

Norman Willis, as an old hand at the game, knows as well as anyone else, what personal and organizational difficulties inhibit a merger between two large unions which have thrived on their mutual hostility for so long. But many members of both the big unions will be pleased the matter has been raised and hope the TUC (of whose general council Fred Jarvis is now chairman) will find a way of taking it further.

Those with long memories will recall how little success has attended unity calls in the past. But it is plain that the present multiplicity of unions is a real obstacle in the way of a new negotiating structure. And while it is true to say that Mr Baker should do the statesmanlike thing and move quickly towards a tolerable long-term successor to Burnham, it is true also that the unions and professional associations should now make a new effort to put their own divided house in order.

It is important not to lose sight of this aspect of the present crisis. There needs to be some sort of self-denying ordinance which would ensure the renunciation of forms of association based on historical differences rather than present principles. Obviously it is not easy to form and operate the necessary federal structure - even the heads, who have so much in common, are unable to unite for the purposes of salary negotiation. If the teachers want a restoration of collective bargaining, they must get their collective act together, and soon.

COMMENT

Liverpool in flux

The good news from Liverpool is that the secondary schools have been reorganized into manageable shapes and sizes, after years of uncertainty and falling rolls; that the teachers have an eminently sensible new contract limiting class-size and contact-time; and that the pupils are more likely to have decent homes.

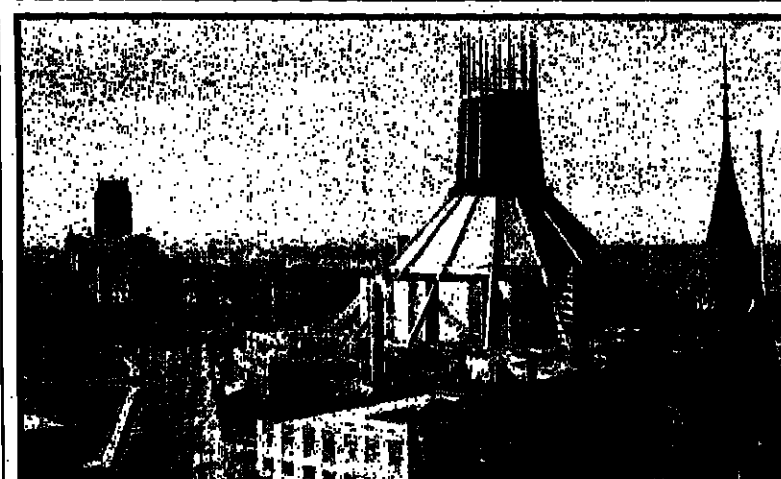
The bad news is that the city and most of its leaders are on the verge of bankruptcy, the education budget has been raided ruthlessly to pay for houses, parks and sports halls, and that children are unlikely to be issued in school with either textbooks or toilet rolls.

As Barry Huggill recalls on page 6, the overwhelming reaction on all sides when Liverpool's Labour brotherhood swept into power in 1983 was one of relief that at last 10 years of hung power and stalemate were over.

Since then, life has been an uneasy mix of nightmare and Wonderland, not least for the teachers.

Now that the litigation and the appeals and the disaffiliations are over, reactions are still dazed, but there is a feeling that schools may have saved something from the wreck. By all accounts the education budget suffered because a chairman without strong enough political credentials was trampled over by town hall dictators who didn't see it as a priority area: an extreme example of how the rate support grant system can be abused at the expense of education.

It is worth speculating whether Liverpool might not have been found in the last case to be falling in its statutory duty under the 1944 Act. And, as the current proposals of



Liverpool's "elected dictators" did have a spin-off for the classroom which could prove a valuable legacy.

By making job creation and housing the over-riding priorities, Labour's hard Left has produced rows of new houses and the effects of improved conditions are already being felt in the schools. The expensive sports centres were derided, but they are keeping the young people off the streets and no one is talking about another Toxteth at present. But there are still hard priorities to be made about primaries, secondaries and - above all - cuts. The Militant days are over, but the bad news probably isn't.

Reading 'real books'

In some ways, it's never been a better time for primary teachers to fulfil their central aim of getting children to read with enthusiasm. The articles in the Reading Extra (pages 5-7) give a good impression of the range of approaches with some, though not all, of the children who are falling into the

such as Brenda Thompson, Jill Bennett and Liz Waterland, is gaining currency through formal and informal groupings of teachers. "Real books" are the thing of the moment, and there can never have been so many good, attractive and imaginative ones available; if only primaries had the money, or in some cases the courage, to buy them. Even educational publishers are now claiming (sometimes spuriously, as Angela Anning suggests on page 45) that their new reading schemes are "real books".

The intuition and practice of these teachers has recently been backed by researchers such as Gordon Wells and Peter Bryant. They found that it is not some general "language background", but specific pre-school experience of stories, rhymes and books that seems to help children become easily to reading and writing, whatever their homes are like.

This could have all kinds of implications for work with parents, for how voluntary help is used in schools, for the style of work in infant schools, for approaches with some, though not all, of the children who are falling into the

in-service teacher training. But, as the Commons Select Committee said, little progress can be expected until primaries are given better resources and staffing.

It is easily forgotten, in the understandable panic caused by adult literacy figures, that the great majority of children learn to read satisfactorily in the early stages. One of the reasons that primary pioneers switched to the "real books" approach was that they realized that too many children could read, but rarely did with any enthusiasm. And there is some evidence that many children slip back at secondary school, where positive steps to encourage reading for pleasure and learning are even rarer (but see Charles Osborne, page 48).

The minority who do not make satisfactory progress at the early stages need individual diagnosis, encouragement and help - and the sooner the better. If the Government's proposed tests for seven-year-olds help to make sure that is provided in all schools, they would bring some benefit. But if no extra resources are forthcoming, and primary schools continue to be understaffed, and unable to invest in the books and in-service training they desperately want to improve their teaching of reading, the cynicism of professionals will be all too justified.

no comment

"I've known people with backgrounds in history, English, languages, chemistry and other non-computing fields, who proved to be highly competent programmers and systems designers... (and) went on up the management ladder. Among them there were even a few teachers." From Computing magazine, March 1987.

Second opinion

Counting the hours and duties

Mr Kenneth Baker's letter to head teachers made me feel very depressed.

At the moment, children attend school for five and a half hours a day for 190 days a year. The new contract will give teachers a six and a half hour day for 195 days a year (with an additional unspecified amount of hours to be worked as is "necessary").

Out of my staff of 55 teachers, the vast majority work well in excess of those hours. In the two terms since last September, there will have been seven school journeys accompanied by a total of 23 members of staff (and that's a 24-hour-a-day job); there has been at least one social event for the pupils in every year; there will have been an opportunity for parents of all years to have seen their child's teacher; detailed profile reports have been written in teachers' own time for years one to three; every teacher attends at least one after-school meeting each week and may attend more than one; parents have regularly been seen after school; case conferences have been attended for pupils with special needs or pupils who are at risk; school teams have been trained and taken to matches; curriculum development has gone on; new courses have been written and evaluated, including GCSE; a school production has been put on; evening trips have been taken to theatres and concerts - I could go on with the list.

So if they are already working those hours, what is the problem? The problem is that my hard-working staff quite rightly feel insulted by the imposed settlement. They don't need or want to be told exactly how many minutes they should be working. They are appalled by the removal of their negotiating rights and perplexed as to why a proposal that was, admittedly with difficulty, hammered out between unions and employers, was rejected.

They are horrified by the prospect of a clause on cover for absent colleagues that in fact says that if no supply teacher can be found (and that is often the case) they can be made to do unlimited cover. There is no guarantee of even a minimum amount of marking and preparation time and no mention of maximum class sizes.

Mr Baker may argue that such stringent conditions of service are necessary to deal with the minority of teachers who don't do all these things, and to prevent withdrawal of goodwill being used as an industrial relations weapon. Both points are valid ones which can be answered by solutions other than imposed conditions.

In the first instance, it is possible and not unusual for a school to plan to advance its programme of events for the forthcoming year, including meetings, parents' evenings, and report cycles. The local authority could be down that this planning must be done in consultation with staff and governors.

Once the programme has been agreed, powers could be given to heads so that they can ensure that all teachers take part in that school's agreed programme and can't opt out of it. As far as needing to lay down hours and conditions to prevent withdrawal of goodwill, it will as part of industrial action, if teachers are paid a decent professional salary they won't stop doing things like writing reports and going to parents' evenings, which they know and accept are part of their job.

So, I'm depressed because the teachers are so fed up with the way they have been treated, that the possibility of sex discrimination by an industrial tribunal last week. Dr work Mr Baker's hours and conditions but that they'll only work his hours and that's a lot less than they do now.

C A Wharton

IC & Wharton is head of Abbey school in south London.

IN BRIEF

Union ponders change of HQ

The National Union of Teachers is considering moving at least some of its staff out of its London headquarters - but is unlikely to sell the valuable Kings Cross property to raise cash. The union, faced with a declining membership and financial problems, is examining a number of options, including moving some of its staff to its training base at Stoke Rochford, Lincolnshire. But NUT leaders argue a continued presence would be needed in London.

A working party is reviewing the future use of Hamilton House, the union's present headquarters. Two floors of this building are nearly empty following the move of the National Association of Teachers in Further and Higher Education to new offices of their own, and the departure of the Royal Institute of Public Administration.

Senior DES post

Mr Nick Stuart is to succeed Mr Walter Ulich as Deputy-Secretary in the Department of Education and Science. The appointment has been approved by Mrs Thatcher. Mr Stuart is currently Accountant General at the DES. In the mid-1970s he was a private secretary at 10 Downing Street.

Brent's new chief

Mr Michael Stoten, currently assistant director of education for Coventry, is to be the new director of education for Brent. He hopes to take up the post in the summer. His appointment was enthusiastically attacked by two black labour councillors who said that the job should have gone to the Jamaican-born Birmingham headteacher, Mr Carlton Duncan.

Parting shots

Deputy headteacher Ronald Etherington is fighting the threat of dismissal for firing a starting pistol loaded with blanks in front of a class at St Benedict's primary school in the London suburb of Mitcham. Mr Etherington, local secretary of the National Union of Teachers, was suspended last November. A panel of members of Meron education authority and governors confirmed last week a finding of gross misconduct which carries the penalty of dismissal. The matter will be considered by the borough education committee on April 13. There is a right of appeal. The National Union of Teachers is considering legal action against the authority. It says Mr Etherington made an error of judgement.

Surprise choice

The new heads of Schools Television at the BBC is Mr Alan Rogers, former head of Current Affairs and Magazine Programmes on BBC radio. He will take office on March 30. Mr Rogers is a surprise appointment with no previous experience of television or formal educational broadcasting. Aged 47, his background is more in newspapers and radio. As a producer and senior executive at the BBC since 1968, he has been associated with several social action programmes for young people, including *Programmes on exam and career options*, *Drug Alert*, and the recent *Radio 1 Aids campaign*. The post at Schools Television was vacated earlier this year when Mrs Euforion Gwynne Jones became Controller of BBC Education.

Doctor's payment

Modern Girls' College, Worcester-shire, which sacked its male doctor and replaced him with a woman, was found guilty of sex discrimination by an industrial tribunal last week. Dr Robert Hildman, doctor at the school for seven years, won £8,000, the maximum possible compensation. He was replaced last September by the woman, who thought that a woman doctor would deal more satisfactorily with the pupils' sexual and moral problems.

NEWS

NUT orders 'retrial' of London strike rebels

by James Melkie and Barry Huggill

Leaders of the National Union of Teachers in inner London face expulsion or fines next week for organizing an unofficial strike in January.

The outcome of the disciplinary hearing could spark a major row within the union. The new hearing is being held because national officers of the union - president Mr Bob Richardson, vice-presidents Mr Ian Morgan and Mr Malcolm Horne, past-president Mr Gordon Green and treasurer Mr Don Winters - have appealed against the findings of a disciplinary committee which last month reprimanded just seven of the 50 council members of the Inner London Teachers' Association, who were accused of breaking union rules.

The ILTA leaders, who were reinstated after suspension, had led a one-day strike by more than 5,000 teachers over Government plans to impose a pay settlement. The action

was supported by school ballots but not sanctioned by the national executive. At the time, the NUT nationally was relying on publicity campaigns and lobbying to fight the Government's plans.

It is believed that some of the national officers think ILTA council members got off too lightly, particularly since some had given undertakings of good behaviour following other disputes with the executive.

The appeals will be heard next Thursday by executive members who are not involved in the present row. But the imposition of penalties would provoke a protest at the union's annual conference next month.

Meanwhile, ILTA members in schools considered to be overstaffed by the Inner London Education Authority started lighting strikes this week as heads named staff whose jobs were to be cut. They are fighting a redeployment scheme.

● Newspaper reports that the Prime Minister is seriously considering abolishing the ILEA were dismissed by a No 10 spokesman this week "as way over the top".

Mrs Thatcher was reported in the *London Evening Standard* to be "worried about the indoctrination of pupils" and talked about devising methods of screening ILEA.

Close examination of the Downing Street transcript of the interview, however, shows that the Prime Minister, did not threaten to kill off the authority.



Bob Richardson (left) and Gordon Green: lodged appeals

Soccer decline denied by team games report

by Bert Lodge

Evidence that some team games in schools have not seriously declined will be put before the full council of the English Schools' Football Association this weekend.

"It shows the 'black' picture is nowhere near as bleak as painted," Mr Jim Robinson, a County Durham head and former chairman of the association, said this week. "Until industrial action started again last week you could say that school football had recovered from the previous long period of strife."

A survey of more than 4,000 schools affiliated to the association shows that 95 per cent of secondary-age boys aged averaged over 20 hours of curriculum time soccer last term. For 8 out of 10 boys in primary schools the average time was even higher at 24 hours.

"Our cup and trophy competitions are also flourishing," Mr Robinson added. "Entries this year for the Smith's Crisp six-a-side knock-out cup for under-11s reached 8,000, making it the biggest of its kind in the world. To say that team games have gone out of the window may be true in one or two isolated cases. It's probably more noticeable in cricket, but, allowing for the

fall in school rolls, the percentage of involvement is just as much as years ago."

Mr Robinson said the survey, when fully analysed, would challenge the gloomy view of school sport presented earlier this month by the Secondary Heads Association. This claimed that in about half of local authorities after-school fixtures had not reappeared since teachers resumed normal working last September.

The survey, which has not yet been published, also shows that 9 out of 10 soccer-playing secondary schools have a member of staff with a coaching or teaching qualification in the game. Even in primary schools, where women usually outnumber men on the staff, 47 per cent say they have a member of staff per cent say they have a member of staff without qualified help, 54 per cent have asked ESFA for some assistance in developing the game.

The ESFA is the governing body for the game in more than 13,000 schools. While the 21 members of the council are all serving schoolmasters, it employs one of the very few full-time administrators in school sport as secretary, Mr Steve Allatt, a former comprehensive head.

L.e.a.s take curriculum lead

Continued from page 1
to say that he really does mean the national curriculum to be drawn up by a partnership and not imposed by central Government.

"The machinery proposed here is the best possible guarantee that it is not the preserve of one interest group. It is a genuine and comprehensive partnership."

He stressed that a return to the Schools Council days would be anathema to Mr Baker. But since its abolition, no representative national body had been set up to do the work of this kind.

In his speech to the North of England education conference in Rotherham this year, Mr Baker maintained that a national curriculum needs to be "hammered out" by the Government, I.e.a.s, teachers and consumers.

He further argued, however, that "we cannot continue with a system under which teachers decide what pupils should learn without reference to clear, nationally-agreed objectives and without having to expose, and if necessary justify, their decisions to parents, employers and the public."



String section: schoolchildren celebrated Commonwealth Day in London last week by releasing more than 1,000 balloons. The event, which was held at the Commonwealth Institute, attracted youngsters from all over London and the Home Counties. They showed off flags of the member nations that they had made themselves and were treated to a multicultural musical programme featuring the sounds of Nigeria, India and the West Indies.

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PLATFORM



Demetri Argyropulo (left) argues that Kenneth Baker (below) has improved the Conservatives' standing in the opinion polls on education issues dramatically since he became Secretary of State. But can he maintain that position now that the unions are up in arms against the powers he has assumed over pay and conditions?

Policies, profiles and polls



TABLE 1

"Which party has the best policies to deal with education and schools?"

	1983	1984	1985	1986	1987
Conservative	32	28	31	27	35
Labour	36	38	39	43	35
Don't know	21	24	20	19	20

TABLE 2

Public perception of which policies the Government handles best

RANK	FEB	MAY	AUG	NOV	ISSUE	APPROVAL INDEX
1	2	1	1	1	Law and order	3-8-13-9
2	1	2	2	2	The EEC	0-11-0-14
3	4	4	3	3	Strikes	8-18-19-18
4	6	6	4	4	Defence	8-22-27-18
5	3	3	5	5	Economic	11-12-16-32
6	8	8	6	6	Roads	18-28-31-35
7	6	5	7	7	Government record overall	18-37-34-40
8	5	8	8	8	Prices	17-19-27-33
9	8	7	9	9	Immigration	18-28-23-34
10	8	7	8	8	Tax	18-23-30-42
11	10	10	10	10	Average of all issues	24-33-35-38
12	13	11	11	11	Housing	38-38-38-38
13	11	12	12	12	Education	47-59-54-44
14	14	14	14	14	Pensions	56-64-68-68
15	14	14	14	14	Unemployment	59-78-77-69

TABLE 3

"Do you think the Government is spending too much, too little, or about the right amount on these areas?"

	Health	Education	Pensions	Roads	Defence
Too much	1	3	1	7	9
Too little	82	74	78	56	59
About right	14	18	17	28	27
Don't know	3	6	4	8	7

TABLE 4

"Do you think the Government is spending too much, too little, or about the right amount on education?"

	1988	1989	1990	1991	1992
Too much	3	1	4	6	5
Too little	74	78	74	72	70
About right	18	17	16	20	18
Don't know	6	4	7	8	7

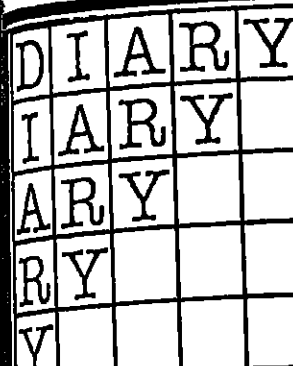
All the information in this article is taken from the monthly Gallup Political Index, published by Gallup Surveys (Gallup Poll) Ltd, 202 Finchley Road, London NW3 6EL, which owns the copyright. Gallup surveys are conducted among nationally representative quota samples of about 1,000 people polled in about 100 different locations across Britain.

Though pensions come ahead of education in the "too little" row, in all previous polls back to June 1982 that position has been reversed.

For education, the figures have remained relatively constant over the years, as Table 4 shows in answer to the question: "Do you think the Government is spending too much, too little, or about the right amount on education?"

What all these statistics show is that the Government has been unpopular in the field of education over many years. While the teachers' dispute has not helped, the unpopularity goes back several years before the dispute became public. While most people disapprove of the Government's handling of education, it remains to be seen whether Mr Baker's run of success continues, and what effect it has on the outcome of the next election.

Demetri Argyropulo is a writer on education and politics and a member of the Education Association.



Out of mind

The saddest face in Liverpool this week must belong to John Hamilton, the leader of the council until his removal by the hard Left late last year. A lifelong teacher and socialist, his political career is effectively over following his disqualification from office for five years.

And what thanks does he get for his sacrifice? Not a lot from his former, far from loyal, deputy Derek Hatton. John played a very small role in the leadership. He was not acknowledged by the majority of the Labour group as the leader, explained Mr Hatton last Thursday, within minutes of the High Court verdict reaching Liverpool. So much for socialist solidarity.

There are many criticisms to be made of Mr Hamilton - many think he was brilliant far too much rope - but he has far more friends in the city, and the country, than Derek Hatton and his followers.

A devoted Quaker, Mr Hamilton constantly refused promotion, retaining a Scale 1 teacher all his working life on the laudable grounds that, that way, he could never be accused of using his council position to further his career.

And at a time when Mr Hatton was making full use of his chauffeur on the road, Mr Hamilton chose to use the bus. And unlike his deputy, he declined the services of municipal "messengers".

The Socialist Education Association is raising funds to help the less-than-rich Mr Hamilton pay off his mortgage and thus avoid bankruptcy. Good luck to them.

Neil's on wheels

Highest face on Merseyside is that of Neil Ferguson, the local secretary of the National Union of Teachers. A former member of the Communist Party, he had his own spot of bother with the Labour Party, but the comrades backing his application pending an inquiry into his suitability, "I made a speech in support of Neil Kinnock," he offers in his way of explanation.

Not only are his chances of gaining acceptability marginally better this week than last, he has the bonus of a space in the city hall car park now that the surcharged 47 are persona non grata on council premises.

Paper chase

Word has it at NUT HQ that general secretary Fred Jarvis is a trifle miffed that the newspapers are not paying enough attention to his utterances. Well, he needs not worry any more. In the battle for the hearts and minds of the nation's mums and dads over the rights and wrongs of the pay settlement, the Tories think that they have discovered a secret weapon - Mr Jarvis.

We had to impose, Mr Baker is saying anyone who will listen, because that such as John Pearson, the Labour leader of the employers, and Mr Jarvis were working together to stick up a deal that they knew the Government would have to reject. Proof that it was all a plot to boost the prospects of Mr Kinnock came in the election, the Tories will claim, is the prominent role that the president of the TUC takes in the strategy meetings between senior union officials and the Labour leadership.

Who, who is the president of the TUC in this election year? Mr Jarvis, of course, a fact that will soon be well publicised in the papers. The president will get the column inches he deserves but it is all very odd that Mr Pearson, stitched up the deal with the Tories, the NUT No 2, not Mr Jarvis.

Acronym

Enoch Powell's condemned contract

Leader never failed to make his mark

Mr Terry Casey, the flamboyant, straight-talking general secretary of the National Association of Schoolmasters/Union of Women Teachers between 1963 and 1983, died on Wednesday, James Meikle writes. He was 67.

"The NAS/UTW is largely what Terry made it," said his successor, Mr Fred Smithies, of the forthright Irishman whose lifelong commitment to the Roman Catholic church was marked recently by the conferring of a Papal Knighthood.

Terry Casey, who left school at 16 and later became a primary school head in inner London, was an influential figure in union politics years before he became a full-time official.

He helped organize strike action in 1961 that won the then National Association of Schoolmasters representation on the Burnham pay committee. He became union president the following year, and in 1963 became general secretary.

Terry Casey masterminded the entry of the NAS into the Trades Union Congress (the National Union of

Teachers soon followed suit), and then presided over the merger with the Union of Women Teachers.

The 1971 great Durham lock-out, where the council retaliated to a work-to-rule over cover, was one of the conflicts in which the union won its battle spurs.

Terry Casey once told an interviewer that teachers had lived in a world of unreality. "They hadn't seen their problems in terms of employer-employee relations, and everything tended to be swept under the carpet by this silly word professionalism."

Always ready to ruffle feathers, he caused uproar for disclosing details of a Burnham meeting, when tradition dictated an agreed press statement and no answers for journalists waiting outside.

He retired in 1983, having seen the union surge in membership, but later launched the Catch 'Em Young project aimed at spotting and reforming potential delinquents by offering them outdoor pursuits. Terry Casey leaves a widow, Kitty, and five children.



Terry Casey: always ready to ruffle feathers

TUC chief tells warring unions to join forces

by James Meikle

Two teacher unions promised strikes until the end of term, a third decided not to strike after all while a fourth told teachers to be "responsible" and reject industrial action.

It was a normal week in the long-running pay and conditions saga, with the usual verbal slanging matches accompanying the chaos in the classrooms.

Dr David Owen, the SDP leader, said teachers should abide by the rule of law while telling the Government that imposition should not last into next year.

The TUC general secretary, Mr Norman Willis, surprisingly told the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers to consider a merger because their rowing in the past had damaged the reputation of trade unionism.

And, as industrial action brought schools to a halt, Mr Kenneth Baker, the Education Secretary, claimed that fewer than half the teachers balloted had supported programmes of disruption.

Members of the Assistant Masters and Mistresses Association voted to reject their executive's recommendation (63-12, not 75-0 as first mistakenly reported) to the TES for one half-day strike next week.

Nearly 73 per cent of the union's 87,096 state school members took part in the ballot. Only 26,632 (42.8 per cent of the voters) backed the leadership while 35,617 (57.2 per cent) voted against the strike.

AMMA leaders insisted that the teacher unions were united in their opposition to the Government, but there were differences over the way

such opposition should be mounted. Mr Frank Groat, the union president, said: "Children are put in the crossfire. Public opinion and parental support are alienated. Politicians capitalise from the resulting chaos."

Mr Baker praised "the responsible membership" and appealed to the NUT and NAS/UTW to think again.

Those two unions promptly announced a rolling programme of selective half-day strikes over the next three weeks, hitting schools in 30 local education authorities.

Next week's strike targets are in Sunderland, Cheshire, Calderdale, Kirkles, Hereford and Worcester (which this week launched legal action against NAS/UTW for calling an earlier strike without a ballot), Surrey, Norfolk, Avon, Gwynedd and Inner London.

The NAS/UTW, whose deputy general secretary Mr Nigel de Gruchy labelled AMMA "too docile by half", and NUT are now acting in unison following years of argument. But Mr Willis faces trouble if he presses the merger message when he meets the two unions at TUC headquarters on March 31, especially as the NUT has been trying to talk to the NAS/UTW about a possible marriage ever since last year's conferences.

The Professional Association of Teachers, pledged never to strike, was this week urging teachers to devise an effective form of collective bargaining rather than plan disruption.

Meanwhile, 80 per cent of the 3,000 members of UCAC (the Welsh-speaking teachers' union) have voted for industrial action over the loss of negotiating rights. They will stage a half-day strike next Wednesday.

The Government-imposed contract for teachers has been condemned by Mr Enoch Powell, Ulster Unionist MP for South Down, who believes similar measures will soon be enforced in Northern Ireland.

Mr Powell, addressing fellow former pupils of King's Norton secondary school in Birmingham at the weekend, said teachers were to be bound "to do a defined quantity of work of a defined quality, according to which their remuneration is to be adjusted."

"I simply cannot reconcile that with what a teacher and teaching ought to be. I do not think it is an activity that can be work-studied and measured in those terms, nor do I think contractual obligation has anything to do with the professional pride and motivation of a schoolmaster."

HE funding White Paper imminent

All polytechnics and most colleges would be removed from local authority control under the Government's plans for higher education, which have been cleared for publication within a fortnight.

Up to 100 institutions would become the responsibility of a new organization to be known as the polytechnics and colleges grants council. Unlike the National Advisory Body, it would have direct funding powers, making it a mirror image of the University Grants Committee.

The White Paper has now been approved by a Cabinet committee and is expected to be published on April 2. Its other main features will include:

- the establishment of a university grants council, along the lines proposed by Lord Croom;
- new targets for future student numbers implying record levels of participation in higher education.

Brent fails to lift TES advert ban

The Labour-controlled education committee in the London borough of Brent has rejected a call from its main subcommittee to end its ban on advertising in *The TES*.

The decision is to be challenged by parents who claim the council's refusal to recruit staff through the paper is a major reason for a shortage of teachers in the borough. Opposition councillors and co-opted members had combined to ouster Labour at an earlier schools subcommittee meeting.

More than 60 parents from Uxendon Manor primary school hired a bus to attend the meeting in an attempt to persuade councillors to relax the ban.

At least 18 Labour authorities have now lifted their ban on advertising in *The TES* following the end of the dispute between News International and the print unions. Bradford, Birmingham, Coventry, Doncaster, Haringey and Kirkles are the latest to lift the ban.

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A revolution that turned full circle

Barry Hugill traces the history of Liverpool's socialist experiment which ended abruptly in the Lords last week



Four years on, Mike Storey (centre) and his Liberal colleagues are in control of the city again following the disqualification of Derek Hatton (left) and Tony Mulhearn

Last week's surcharging and disqualification of 47 Liverpool Labour councillors has brought to an end, temporarily at least, the most bizarre experiment in the management of a large city this century.

Mr Kenneth Antcliffe, the city's director of education, sums it up neatly: "I have never experienced anything like it in 40 years of local government service."

Or from Mr Don Craig, the representative of the National Association of Head Teachers: "It was the most difficult period that Liverpool schools have been through in modern times - including the war years."

Mr Jim Ferguson, NUT executive

member for the city and a man of the Left, agrees: "It was almost an elected dictatorship."

It began in 1983 with the election of a majority Labour council after years of "hung" government dominated by the Liberals under the leadership of Sir Trevor Jones. "There was enormous relief that after years of hung government one party had at last got a mandate," says Mr Ferguson.

Mr Michael Storey, until 1983 Liberal chair of education, agrees with that assessment. "I can't deny that the Labour administration came to office amidst great optimism that after so long a single party had a majority and therefore the power to do things."

And do things they did - with a

vengeance. Derek Hatton, former deputy leader of the council now disqualified from office and expelled from the Labour Party for his membership of Militant, is proud of Labour's record. "We created jobs, built houses, parks and sports halls, and we reorganized education."

The problem was that the new jobs and houses had to be paid for. This was done largely by borrowing money on the international money markets. Liverpool's Marxist leaders, confident that the revolution was round the corner, mortgaged their city to the gnomes not only of Zurich but of Amsterdam, Tokyo and Paris.

Days before the disqualification, Mr Tony Byrne, leader of the council, and

for most of the four years of Labour rule, finance chairman, signed a deferred purchase scheme with a Dutch bank for £10 million and brought the borrowing he had arranged over the past three years to £110 million.

Mr Byrne is the father of "creative accountancy". Other Labour councils have followed the path that he first trod. The most "creative" of all local authority chiefs, his "successors" has led Mr Nicholas Ridley, the Environment Secretary, to draft legislation banning deferred purchase schemes.

It is often assumed that Mr Byrne is a member of Militant but he is not. At no time did the Tendency ever have a majority in the Labour group. Its power base was the Liverpool District Labour Party to which all councillors were "accountable."

Money that was not borrowed had to come from pruning other items of council expenditure.

Mrs Thatcher had made it clear that she had no intention of financing a council whose leaders were seeking the creation of a socialist republic. In the interests of more house building, spending on education was ruthlessly cut.

Exactly how much was siphoned off over four years is unclear. For much of that period there was no education budget in the conventional sense and schools wishing to purchase anything from textbooks to toilet rolls had to make a "bid" to Tony Byrne. If he approved, they got the money; if not, as was more often the case, the application was lost in what council officers called "Byrne's black hole."

Jim Ferguson claims that "millions of pounds were ripped off from the education service". It was, he says, "a crime in a democratic society that one man should be totally in charge of spending."

Mike Storey agrees. "There was no

debate. Tony Byrne decided what was done and that was that."

He tells of a PE teacher who phoned him the moment it became clear that the Liberals would be back in office. "For three years she has tried to get a netball court marked out - nothing ever happened despite all her efforts."

"In Liverpool schools a black economy developed in equipment. Labour imposed a moratorium on books and stationery and teachers went around borrowing from each other. No one outside Liverpool can believe it, but it really happened."

Jim Ferguson believes him. "At the height of the budget crisis in 1985 nursery school kids were having to take their own toilet rolls to school because Byrne ruled that they were not an essential item."

1985 was the crunch year for Labour. The authority set what was, in retrospect, a "too low rate", which resulted in a financial crisis in the summer. Tony Byrne opened negotiations with the banks to prevent bank-

ruptcy but did not raise the money in time to prevent the highly publicised issuing of redundancy notices to the city's workforce, including its teachers.

Council officials in Liverpool in for obvious reasons, reluctant to all "on the record" about what happened. It would appear that power was concentrated in the hands of a few councilors, most notably Tony Byrne and the Militant supporters Derek Hatton and Tony Mulhearn. The influence of officials was negligible.

So too was that of the nominal chairman of education, Douglas Brady. The young and inexperienced Brady, not a member of Militant, though firmly of the Left, was effectively marginalized as Tony Byrne took all the important decisions. Folly Dowling, a Militant supporter and chair of the schools' committee, probably had greater influence.

All, however, was not bad. For years Liverpool had failed to come to terms with chronic falling rolls in its secondary schools. Constant squabbling among the political parties prevented effective action. Labour changed that. There used to be 15 secondary schools (excluding those of the voluntary sector), now there are 17 "neighbourhood comprehensive schools".

"For that," says the NAHT's Don Craig, "Labour should be given full credit. They certainly sorted out the secondary school mess and were able to do the same with the primaries."

Not everyone agrees with him. Mr Ferguson is grudging in his praise and commitment, which can have a very positive effect on schools. They will insist on better resources for the children, and improved use of existing resources.

In 1984 parents raised an estimated £40 million to prop up the state system but that figure is thought to be nearer £70 million now.

But who is likely to benefit from the growth of parent power - apart from the pupils?

Mr Kenneth Baker, the Education Secretary, has in recent weeks repeatedly claimed parental support for his decision to impose a settlement on, and remove, barge rights from, the teachers' unions. But he does not appear to have it. All the main parents' organizations, while condemning the resumed disruption in schools, have continued to side with the teachers.

In a recent debate on BBC Television, *This Week, Next Week*, Mr

Jeremy Sutcliffe looks at the future of parent power as the country's increasingly muscular pressure groups prepare for next week's mass rally and lobby in Westminster

The sleeping giant begins to stir . . .

The potential power of parents is enormous. With a numerical strength of 15 million voters, politicians ignore them at their peril. But, even so, they have seldom used their considerable muscle.

Three things have happened, however, which are threatening to change all that. One is the impact of three years of industrial action in schools, which has undoubtedly stung many parents.

The second is the cumulative effect of Government-inspired cuts in the education service. Next Tuesday afternoon, all the main parents' organizations will show their concern by staging a mass rally at Central Hall, Westminster, followed by a lobby of MPs. They will be arguing for more books and equipment, smaller classes, improved building maintenance - and for action to restore teachers' morale.

The third change has been brought about by the 1986 Education Act, which will create an extra 20,000 parent-governors, increasing parents' representation on governing bodies, on average, from one in four to one in three.

The effect of the Act, which shifts more power from local authorities to parents, may not become apparent for years. There will be major logistical problems - finding enough parents willing to give up their spare time, and the funds to train a new wave of governors in the bureaucratic mysteries of committees and the complexities of school management and the curriculum.

Nevertheless, Mrs Felicity Taylor, chair of the National Association of Governors and Managers, is optimistic. "The creation of all these new governors will be to bring new impetus to the school, which can have a very positive effect on schools. They will insist on better resources for the children, and improved use of existing resources."

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In a recent debate on BBC Television, *This Week, Next Week*, Mr

James Hammond, deputy general secretary of the National Confederation of Parent-Teacher Associations, said parents would blame the teachers for taking action. But, he said, it was Mr Baker who held responsibility for delivering education to children. It was up to parents' leaders to make it clear that the Minister had provoked the unions by imposing a settlement and taking away teachers' negotiating rights.

The other main parents' group, the Campaign for the Advancement of State Education, also made clear its opposition to the Baker strategy this week. In a letter to the Secretary of State, its chair, Mrs Joan Salis, accuses him of "an escalation of conflict and disruption".

Mrs Salis also claims Mr Baker is trying to drive a wedge between parents and teachers. How, she asks, can



Parents' leader Liz Allen addressing a teachers' rally in Bristol. "The idea of giving power to parents at the expense of the professionals is very damaging."

invaluable to Mr Baker. Mr Hammond has consequently found an open door at Elizabeth House - unlike CASE and the radical All-England Parents' Action Group. He is thought to have been under pressure to sever support for the teachers, but dismisses this, pointing to a stream of public statements critical of the Government strategy.

Surprisingly perhaps, even Mr Baker's plans to extend "parent power" are also treated with suspicion.

"The idea of giving power to parents at the expense of the professionals is very damaging and something which I think parents will quickly come to see," said Mrs Liz Allen, CASE's press officer and a leading ALPAG member. "You improve the chances of all children by building the partnership of the professionals - teachers and I.e.a.s - and the parents."

That philosophy is central to both CASE - 25-years-old this year - and its

senior partner, the NCPTA, and any move to split parents from teachers would radically alter the parent movement, hitherto more interested in exerting influence than power.

For the time being, however, the parents' movement remains unbecomingly linked to the teachers. So what of the future?

One clue lies in the rapid growth in membership. The NCPTA now claims to represent five million parents in England and Wales, and nearly 200,000 teachers. It has grown from a confederation of 1,045 associations in 1975, to 5,800 now and it is continuing to grow at around 10 per cent a year, according to its leaders.

While that represents grassroots growth, the expansion of CASE - originally formed as a campaigning organization to promote comprehensive schools - represents parents' and teachers' increasing concern about

standards in state schools. In the past year, 12 new CASE groups have been formed, taking the total to 47 groups. Some groups have only a handful of members while others, such as Bristol, have up to 150.

Such growth is paralleled by the proliferation of new groups such as the one-year-old ALPAG and the Association of Sheffield Parents, which spearheaded a campaign against tertiary colleges.

What few people seem to have woken up to so far is how this upsurge in concern will sit with the new requirement that schools should hold annual parents' meetings empowered to pass resolutions on education issues. Such meetings are bound to concentrate concern, not only about eccentric or radical local education policies, but also about Government spending policies, about the quality of teachers and about class sizes.

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parents GOVERNORS

partnership flourish when he has gone out of his way "to set parents against teachers and make them your policemen?"

Both the NCPTA and CASE realize they are vulnerable to such a strategy. Both have many teacher-members, reflecting their belief that children's education is best served by close home-school relationships.

Mr Hammond admits there have been suggestions that the "T" should be dropped from NCPTA. But he fiercely defends the partnership. "We exist to promote good relations at school between parents, teachers and children. In order to do that we have got to work with the professionals."

Despite this assurance, however, it is alleged that the NCPTA is divided over its support for the teachers and the organization's future direction. Certainly, the "T" has been a source of embarrassment during the current dispute.

Mr Kenneth Baker, the Education Secretary, has in recent weeks repeatedly claimed parental support for his decision to impose a settlement on, and remove, barge rights from, the teachers' unions. But he does not appear to have it. All the main parents' organizations, while condemning the resumed disruption in schools, have continued to side with the teachers.

In a recent debate on BBC Television, *This Week, Next Week*, Mr

ANNOUNCEMENT

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NEWS

A glimpse of how tertiary colleges are expected to develop in the years to come was revealed this week at a conference of college principals and advisers, who met to consider the future of 14 to 18 education.

However, as Ian Nash reports, the Inner London Education Authority, the largest in England and Wales, is finding it difficult to get

Transfer plan set to open up degree courses

Many undergraduates will begin degree courses in tertiary colleges within 10 years, Mr Geoffrey Melling, director of the Further Education Staff College, predicted at a conference last week.

One-year courses, to be used as credit transfers at polytechnics and universities, would be available to mature students, those lacking formal entrance qualifications, or others who cannot meet admission requirements. Mr Melling forecast the change as part of a wide-ranging erosion of elitism in HE. He warned that colleges which did not adapt would go under in an increasingly competitive market.

Tertiary colleges would also have to cope with growing "uncertainty of ownership" in the FE sector, as ever more demands came from both the Manpower Services Commission and local education authorities. Mr Melling was speaking to 40 college principals and advisers from 23 I.E.A.s concerned with tertiary reorganization. The colleges would provide retraining and skills-upgrading courses for industry and commerce, and social education programmes for adults of the "lost generation" for whom the YOP and Jobs Training Scheme were invented.

The colleges would still be expected to give a much broader academic curriculum than dwindling sixth forms were capable of, while creating link courses in close co-operative arrangements with schools to guarantee continuity of the 14 to 18 curriculum.

Since the early 1960s, only 41 tertiary colleges had opened in England and Wales, but this would soon more than double. "The time for tertiary has come into its own," he said, although ironically at a time when the break at 16 was no longer relevant.

While he stopped short of calling for an institutional break in education at 14, he said: "The break at 16, no matter how useful for a number of purposes, is just no longer relevant in curriculum terms."

The tertiary influence would go well beyond the 16 to 18 age group, for which it was envisaged as an extension of the comprehensive ideal. Economic pressure rather than educational ideals had proved the "turnkey" to tertiary.

The number of 16-year-olds in England would be falling from a high of more than 800,000 in 1980 to an estimated low of fewer than 550,000 in 1992. Emphasis on adult education was therefore timely.

Britain's expensive, elite higher education was impossible to reconcile with the idea of mass provision. To expand it beyond the present "measly 15 per cent or so" new, cheaper opportunities had to be created for those lacking formal qualifications.

Other measures which would detract from the 16 to 18 ideal included open learning (and the Open College), computer-based, and other learning centres, drop-in skills centres and adult basic education programmes.

"Tertiary" would be redefined with all post-16 (or possibly post-14) provision drawn together under one roof (or in a series of specialist colleges under one management).

"I cannot see the original model for tertiary colleges remaining intact," he said. "The expense of running technical colleges for adults, which duplicate the equipment of neighbouring tertiary colleges, would be horrendous, and if provision were not made, a charge of elitism would be brought against the 16 to 18 institution."

To cope with the conflicting demands, tertiary colleges would need to be more vocational, market what they

had to offer, and demonstrate more clearly their efficiency, he said. For the foreseeable future, economics would determine the work of colleges, particularly in non-advanced further education (NAFE).

Here, he directed the I.E.A.s to the joint study of NAFE efficiency by the I.E.A. associations, the FESC and the Department of Education and Science, to be published after Easter.

It would suggest that I.E.A.s set local objectives, based on national ones, for vocational education and training, and adopt standard indicators of efficiency. The indicators likely to be recommended were staff-student ratios, unit costs and output measures such as course completion rates and exam and job successes.

Mr Melling saw a possible model for the 14-to-19 curriculum in the United States' community colleges, where 55 per cent of all higher education students enrolled for their first year before taking employment or transferring to full institutions of HE.

Plans were underway in Bradford for a "credit transfer" scheme between the university and HE institutions. In addition, examples of links between adult and further education could be seen in larger tertiary colleges, particularly in areas of high unemployment.

Other colleges had proved that an amalgam of broad FE and sixth form studies could raise participation rates dramatically at 16-plus.

Tertiary colleges had proved they could capture the market for the top three-quarters of the ability range, and there was no reason why they should not meet the basic vocational preparation needs of the rest by offering the services of private managing agencies.

Local education authorities who allow tertiary colleges to tackle training are in the best position to argue for cash aid from the Manpower Services Commission, the conference heard.

Mr Keith Wymer, principal of Bilston Community College in Wolverhampton, said: "The MSC are past masters at picking one institution off against another. They will even go into schools given the chance."

He accepted that the commission's objective was to find the cheapest course possible, but said this often led to colleges accepting an unfair deal for fear of losing students.

West Midlands I.E.A.s with mixed provision "have been taken apart by the MSC because they do not have a unified system of education and training at 16-plus," he told the conference.

Last year, Bilston earned about £1 million of its £4.5 million budget from MSC-funded courses including the TVEI, YTS and adult training. The money was used to develop the whole of the college curriculum, as the best way of enhancing broad vocational training.



Geoffrey Melling: "What now?" warning

reorganization plans off the ground. As the tertiary education debate continued, the National Association of Head Teachers presented its own plan for 14 to 18 education. It would replace the new GCSE and other examinations with continuous assessment and a records of achievement system.



Only 41 tertiary colleges have opened, but this figure is expected to double soon

Lecturers threaten to strike

Three branches of NATFHE, the college lecturers' union, have now withdrawn goodwill or threatened strike action over tertiary reorganization plans for inner London.

The latest call for action is at North London College, where the chair of governors resigned after demands to revise the plans were heavily rejected by the controlling Labour group of the Inner London Education Authority.

Mrs Joan Hooker, who is also an ILEA member, was asked to step down by the governors after she claimed a clash of loyalties between the college and her electorate, and had obtained in the Labour group vote. She is likely to remain as an ordinary member.

NATFHE and the governors had objected that plans for a tertiary college to absorb the NLC and Islington Sixth-Form College would exclude about half the predicted student population.

The union's NLC branch last week withdrew goodwill and is refusing to take part in any management and staff development meetings. Their action is also threatening a wide range of new courses planned for the next academic year.

NATFHE's Putney branch voted overwhelmingly to strike unless the ILEA guarantees staffing levels and protection of the curriculum under the reorganization proposals for South Thames College.

Mr Roger Hughes, the branch secretary, said: "The present proposals enable the authority to sack lecturers who refuse to transfer on a full or partial basis to the schools sector."

"In addition, the authority will not have to appoint staff to unfilled vacancies in the tertiary colleges that are identical to the jobs they hold in FE colleges."

A similar call for action was unanimously carried last month by the union's Poplar branch, which is demanding similar guarantees on jobs and pay for the colleges which are reorganizing in east London.

Heads in search of a better deal for 14 to 18s

Leaders of the largest headteachers' organization this week said its members were ready to forfeit much of their control of the curriculum in return for a better deal for 14 to 18-year-olds.

Mr John Swallow, chairman of the National Association of Head Teachers' secondary advisory panel, described *Action plan: a policy for 14-18* as "every much a pattern for a national curriculum".

He also attacked the Government's proposals for city technology colleges as "selective and elitist", and said that after two lengthy meetings with the Education Secretary he was convinced the money was not and would not be there for more than a handful of colleges.

The most radical proposals in the action plan are a call for the abolition of 16-plus examinations, a change in the law to allow 14-year-olds to attend work and college, and the replacement of a subject-based curriculum with a modular one.

It also calls for a much more flexible teachers' contract to allow "twilight", evening and holiday teaching and a reform of their conditions of service to allow a free two-way flow of staff from schools to colleges of further education.

A new examinations review body should be set up, absorbing the Secondary Examinations Council and National Council for Vocational Qualifications, with representatives from all sides of education, industry, commerce, and government.

Its role would be to oversee the abolition of the GCSE and other examinations and to develop assessment of modules, linked to a system of records of achievement.

By ending the option system at 14 and replacing it with a "common core" and choice of short-term, specialized modules, a more appropriate balance of academic, technical, practical and vocational work could be developed without overcrowding the timetable, says the NAHT.

All 16-year-olds should be paid a personal allowance by the Government regardless of the school, college or workplace in which they spend the bulk of their time. At 14, pupils should

be given greater responsibility for their own safety and welfare.

The action plan says increased personal responsibility should be reinforced with a better system of consulting policies to support pupils and parents when negotiating individual programmes of learning.

The weakness of the traditional approach to school was that the options system excluded rather than included choice. The same academic subjects, which led to emphasis on failure, not success, and caused demoralization and loss of motivation.

The plan also calls for a radical reform of school management through the creation of local "Boards of Advice" (14-18 Boards) set up by LEAs to include representatives of schools, colleges, parents, industry, commerce and the community.

It spells out the broad aims of the 18 curriculum which the NAHT believes will end the "wasteful two years plus two years" school and college or sixth-form model with a watershed at 16.

There would also be an end of the unequal status given to artificially created subjects and to the barriers which exist between school and non-advanced further education.

Mr Swallow has warned the Education Secretary that headteachers will not co-operate with plans for 14-18 unless they are non-selective and part of a broader programme such as the action plan.



John Swallow: action plan



Ian Nash talks to Jim Rowley, a would-be astronaut who was lucky enough to lose the race to become the first teacher in space

The man who almost hitched a ride to death

It was obvious that the question faced Jim Rowley. For a moment he hesitated, but then he replied forcefully: "Yes."

Jim, who was a runner-up in the competition to find a teacher to go on the ill-fated Challenger shuttle space trip, had just been asked if he would volunteer for such a mission in future.

Nowadays he spends much of his time teaching children about the NASA teacher-in-space programme. He often starts off with a joke before going on to discuss everything from high-tech physics to the history of exploration and whether there is any moral justification for the shuttle's military payload.

In 1983, Jim was picked to represent the state of Iowa in the competition to find the first teacher in space. He failed the final selection. "I was beat by two girls," he unashamedly remarks to the more macho boys in the class.

It is a capricious fate that puts a runner-up in the spotlight. But on

'I looked on the space flight as a plane ride. After all, no one had died in 25 missions.'

January 28 1986, four camera crews crowded into his classroom to film Jim and his 30 pupils watching the live broadcast of Challenger's lift-off.

When the spacecraft exploded in an ugly ball of fire, Jim turned in horror to see the four crews homing in on him. "Switch off the cameras!" he cried - to no avail.

A thousand letters of sympathy poured in from people, angry at the sallow media treatment. But Jim has never been out of the limelight since. He has learned to talk about it and "to look positive".

Earlier this month he was in Warwickshire to address 500 delegates to the annual conference of the US Department of Defense Dependents' Schools and to talk about the Teacher-in-Space Education Foundation, set up in memory of Christa McAuliffe, the teacher who died on Challenger.

The conference, "Celebrating Success", was akin to a super sales convention, compared with the traditionally staid, UK education conferences.

Everyone told everybody else they were "feeling great" and "doing marvellous". The "think positive" mood of Dale Carnegie ruled.

After the service, he remembered that Judy Resnick, the astronaut who died alongside Christa, had once told him how she had a tree house and would spend clear nights in her hammock looking to the stars and dreaming great adventures.

The shuttle programme has been renewed and Barbara Morgan, first runner-up to Christa, has asked to go on board. "It will be an important day because it will show she believes in the dreams of a friend and will take a risk."

Jim Rowley, however, has decided to stay on the ground. "I don't want to be a teacher in space," he said.

But underneath there was a concern - occasionally a deep bitterness - about plummeting public esteem for teachers, fuelled by knocks from political paymasters.

"In the States, teachers are not granted the status they deserve," Jim said in an interview later with *The TES*. "Just as we took the space shuttle for granted, so we take education for granted."

Jim has strong but mixed feelings about Star Wars and the whole defence initiative which he will readily debate in class. But, like many Americans, he believes that a certain beneficence inspires space exploration, for the good of all humanity.

Before leaving for the NASA training and selection week, Jim inspired 1,000 pupils to explore their imaginations and every corner of the curriculum, to guess where the space race will lead. Every piece of work in his vast portfolio was imbued with the passionate belief that, in space, national frontiers will vanish.

For a while, marvellous things were being said about teachers from the White House to Capitol Hill. "We were all space ambassadors and I was convinced I would be the chosen one."

At times, training pressures and constant media attention proved too much in the run-up to final selection from the 100-plus teachers. "At one time I wanted to get away. I took a runner. I did not know where, but I found myself at the Vietnam memorial - that great black wall with tens of thousands of names of those who gave their lives never really knowing why."

But, of course, no one on the NASA training dwelt on death. "I, like most, tended to look on the space flight as a plane ride. After all, no one had died in 25 missions."

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Christa McAuliffe and her crewmates at the Kennedy Space Centre shortly before the fateful flight (top left)

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James Meikle reports from the annual TUC women's conference in Blackpool

Boycott CTC sponsors' goods, delegates told

Trade unionists have been urged to stage a high street boycott of famous brand names in protest against business-sponsored city technology colleges.

The first target, if Jean Long, a teacher from Blackburn, gets her way, would be the firms behind the Solihull CTC, the first of the Government's 20 proposed colleges: Hanson Trust, who purchased the £1 million site, and Lucas Industries, who are providing advisory help.

Ms Long hoped such a campaign would deter companies from supporting these "counter-productive and ill-conceived" schools, which she persuaded the delegates to oppose, not only for re-introducing selection but for leading to premature specialization. She told delegates: "When you next buy Ross Foods and Ever Ready batteries remember your children's future is in their profits."

Her union, the National Association of Schoolmasters/Union of Women

Teachers, which has recently disposed of investments from the Hanson Trust on financial grounds, opposes the launch of the CTCs.

Ms Long, vice-president of the NAS/UWT Lancashire federation, said she would try to win the union over to a boycott policy and compared it to not buying South African goods in protest against apartheid.

Ms Pat Hall, a National Union of Teachers member from Nottinghamshire, expressed concern about the implications of CTCs for teachers' conditions of service.

She asked whether different terms of employment might mean that more unqualified teachers were taken on, leading to a "deskilling" of the profession.

On methods of selection, she said children would be chosen by "parents' commitment, children's good behaviour, a servile attitude to authority or another form of 11-plus".

Slim hope of senior posts

Local authorities should encourage more women teachers to apply for senior posts in schools, according to a TUC report on education and training for women and girls.

Extra management courses should be on offer while heads and governors should be reminded of equal opportunities policies.

The TUC points out that women make up 99 per cent of the teaching force, filling the vast majority of Scale 1 posts. Women only have a 1 in 25 chance of becoming a head, usually in small primary schools, compared with a 1 in 10 chance for men.

Ministry for children plea

A Cabinet minister should be appointed to protect children, sometimes from their own parents, said Bristol secondary school teacher Maggie Eales.

She revived calls for a "ministry for children" as she supported measures to prevent child abuse.

Teachers were often in the front line in helping children distressed by physical or sexual abuse. Local agencies, including education, health and social services, had improved links, but there should be impetus from national government, Ms Eales said.



TUC trio: 1. to r. Jean Long and Sue Rogers of the NAS/UWT and Barbara Lloyd, a member of the NUT delegation

Sisters stand firmly behind strike action

The women of the TUC rallied behind the teachers in their strike action to win back the right to negotiate pay and conditions.

There was warm applause for Mr Fred Jarvis, president of the TUC and general secretary of the National Union of Teachers, who warned that the Government would turn on other public sector workers if it succeeded for long in curtailing teachers' rights.

"What better illustration could we have of this Government's scorn and disregard for the individual and for the rights of trade unionists?" Mr Jarvis asked.

Mrs Sue Rogers, an executive member of the National Association of Schoolmasters/Union of Women Teachers, compared the Government's action with "Naz Germany in the 1930s and with the worst features of the USSR".

The teachers' cause prompted a brief outbreak of passion, but the overwhelming mood was one of frustration.

The Government was condemned for restricting women's job, health and education prospects, and delegates called for a ministry for women to redress the balance.

But the brothers in the TUC hierarchy were also accused of "all talk and no action" by women who wanted a women's department at Congress House, properly funded and staffed, by women of course.

"This is not a luxury. It is a necessity," said Ms Jeannie Evans, an NUT member from Kent. "All trade union issues are women's issues - not just career breaks, job-sharing and maternity rights."

The NUT led calls for nursery education to be freely available to all children from the age of three.

Call to widen girls' chances

A Government-funded inquiry into sexism in education was demanded by the conference.

Ms Barbara Lloyd, executive member of the National Union of Teachers, said training measures and local authority projects were needed to prevent girls making stereotyped subject choices.

Curriculum change required time and money, she said, but equal opportunities projects did not attract education support grants.

In another debate, male teachers were blamed for putting girls off science and technology in schools by their teaching methods. Ms Liz Jones, a member of the National Union of Teachers in Further and Higher Education, cited science teachers who "used every opportunity to make sexist remarks, like relating aerodynamics to the structure of bras and electrostatics to clinging undershirts."

Ian Nash reports from the first national primary conference of the Historical Association, appropriately held at the Tower of London

Need to address controversies, says researcher

Primary schools should not shy away from the study of contentious issues such as the troubles in Northern Ireland, according to a leading researcher and educationist.

Mr Ann Low-Beer, a member of the association's primary sub-committee, said young pupils had stronger powers of discrimination and observation than they were often given credit for.

Children in Northern Ireland could not avoid confronting the question of whether their national history was "Irish, Irish or British history". In fact, consideration of such issues sharpened their judgement of living history, she said.

"Just how or why did an Egyptian mummy come to be found in the British Museum? And do American Indians still exist?" were questions that young children quickly learned not to take at face value.

The Historical Association has sent draft proposals to the Education Secretary for a national 5-16 core curriculum in history which calls for a balance of 10 per cent local history, 30 per cent national, 30 per cent world-wide and the rest allocated at the teacher's discretion.

"Selection of topics in history raises questions of balance and bias in a primary school," she said. The Historical Association was therefore urging primary and secondary teachers

to attend a series of regional conferences this autumn to discuss these issues.

There was still a strong case to select topics for their own sake, but "at the primary stage, history should above all be seen as an area which contributes powerfully to a broad-based literacy". Several studies had shown that at all ages history was inextricably linked with literacy and language.

In a recent study, secondary pupils who lacked experience of history and general knowledge had difficulty understanding words such as "raid and plunder", and did not grasp the similar meanings of "ruled" and "governed".

Much early research into the use of dates and chronology in history had proved a powerful aid to numeracy, but much of this work was still not widely known or understood.

Primary schools had to stake their claim in the teaching of history to prevent pupils being forced to study castles or Roman Britain three or four times over in their school careers.

"There is a case for local history in primary schools, and for secondary schools to start with another theme," she said.

Similarly, there was a case for primaries monopolizing ancient history, but such arrangements required very close co-operation with secondary schools.

Tuned in to the past

Children in 40 pilot schools were enthusiastic about the forthcoming BBC School Radio series *History Lost and Found*, when it went on trial this term, Ms Liz Cleaver, the producer, told the conference.

The series for 9 to 11-year-olds looks at each decade since 1900 through an analysis of news events and a heavy diet of popular background music.

The tunes do much to make the programme. "I make no apologies for that," Ms Cleaver said. "Children do not listen to Radio 4. They listen to pop music. I do not think their enjoyment of it detracts from the history."

The children who took part in the trials, asked, challenging questions about the selection of material. "In one Bethnal Green school, even six-year-olds held an hour-long discussion on whether or not we selected the right items," she said.

The debate proved a history lesson in itself as children gradually drew a distinction between personal and general or local and national issues.

And they were intrigued by references to a starting wage at work of £2 13s 4d in the Sixties, or the craze for the mini-skirt.

Children will also learn interviewing techniques so that they can talk to relatives and neighbours about recent history. This is meant to encourage them to think about bias and accuracy.

Make early years training 'priority'

by Sarah Bayliss

Four-year-olds in primary schools are "here to stay" and the Government should make in-service training for the early years a national priority, a meeting of 40 educationists in London resolved last week.

Their call reflected growing concern about the welfare of children who are being admitted in increasing numbers to full-time reception classes.

Ms Mary Jane Drummond, a tutor at the Cambridge Institute of Education who chaired the private meeting at the offices of the School Curriculum Development Committee, said later that parents in many areas had come to expect a school place for their four-year-olds and this was unlikely to change.

Apprentices, under the (GRIST) arrangements, Grant-Related In-Service Training, the early years had not been considered a national priority and training courses would cease to be available for funding.

The local funding of joint courses for teachers and nursery nurses, which she considered an important development, would also be much more difficult under the new regulations.

Ms Drummond said: "The DES attitude that these children are of non-statutory age is irrelevant. The children are in the schools now and we believe they are here to stay. GRIST money is vital for the future of these children and for the teachers who want to do well by them."

Figures from the Department of Education's statistics branch show that, by April 1985, more than 60 per cent of all four-year-olds were being admitted early to school. This represented an 18 per cent rise from 1982, with the total increasing from 199,500 to 244,000.

New evidence from the National Foundation for Educational Research, presented to the meeting, showed a clear trend among local authorities of falling admission ages.

The NFER's Ms Caroline Sharp, who recently completed a study on *Starting School at Four*, said 12 local authorities had altered their policies in the past three years - 10 in favour of admitting younger children. Sixteen more L.E.s were contemplating changes.



Consuming interest: two Rialley pupils look over the new material

Editor puts her case for reading schemes

The use of reading schemes, which growing numbers of teachers are beginning to question, was defended last week by the general editor of a new series.

Mrs Wendy Bady told an invited audience at the launch of the Reading World scheme from Longmans that most infant teachers wanted a "supportive framework" of books and teaching materials when they were teaching young children to read, not a "strait-jacket".

She said: "There is only a minority of teachers who are quite happy and comfortable without a graded system of books and who say we should just surround children with ordinary books and do shared reading."

Mrs Bady, who is also an adviser in Avon for special educational needs, said teachers who used a reading scheme should not be deterred from using ordinary books and other reading materials.

She said that to research the books, teachers had been asked what they would like. Genuine stories, humour,

Hanging on in there - page 45

non-fiction, a natural language style and opportunities for discussion and language work were among their priorities.

Mrs Bady introduced 42 books which make up the first three levels for infant reading, and emphasized that they did not have to be read in sequence, as in some traditional schemes, nor had they been compiled from a list of core vocabulary as had been the practice in the past.

"We wrote real stories first and then checked them for vocabulary rather than the other way around."

Five more levels, with 36 books for older children, are due to be published in the next two years. Mrs Jane Seddon, the head of Rialley Infants' school in Tottenham, North London, which had been involved in a trial run of the new scheme, said the story lines had held the interest of her children.

OAPs come to the rescue

Small schools threatened with closure might be saved by admitting pensioner "pupils", a conference called by the National Association for the Support of Small Schools was told last weekend.

Mr Michael Pipes, president of the National Association of Head Teachers from next month, said the growth market in schools lay in offering old age pensioners a second chance to study.

He gave an example of one village which in 1960 had two children to one pensioner. But in 1990, the figures would reverse to two pensioners to every child.

The old people could be offered space in schools for leisure or academic pursuits, alongside classrooms where pupils would continue to be taught.

Mr Pipes, who supports small schools even though he is head of City of Portsmouth boys' school, which has 1,100 on roll, said he foresaw a diminished future role for the school.

"By the year 2000, we shall have come away from the prevailing idea that it can all be left to the school. By

then it may be seen as simply the place for those educational activities that need to be done in a group. Half the day may well be spent at home playing with information technology."

Speaking after the conference, Mr Pipes said that now that education was seen as a life-long provision, the village school would have to be an educational centre for the whole community.

"If the school has only 29 children on roll, you will have to consider recruiting teachers who can teach not just them but also the old folk who will be coming to their own classes."

Mr Giles Radice, Labour spokesman on education, was not slow to follow the announcement made by Mrs Angela Rumbold, Minister of State for Education, during the Truro by-election that the Government was having a rethink about its closure policy towards small schools. A draft circular last August proposed at least three teachers as a viable minimum for a school.

"We have made it clear in our charter there is a special place for the small school," Mr Radice said. "I would want to reconsider the draft circular, issued by the Secretary of State last August."

"Clearly one would expect primary schools to have at least three teachers, but it's wrong to argue that if they haven't a school is no longer viable. I would look at cases on educational merit. I would not want to apply mechanically the formulae contained in the circular."

Mr John Chamberlain, vice-chairman of NASSS, condemned both the main political parties for attempting to give the impression they were about to do a U-turn. "The only reason is because there is an election in the offing and they both know that closing small schools is a vote loser."

Mr Jeremy Fennell, of the rural department of the National Council of Voluntary Organizations, suggested that instead of waiting to see what modifications the parties might bring to the draft circular, NASSS should bring its own out - preferably before the general election. This was agreed and Mrs Molly Stiles, national co-ordinator, asked members to submit proposals in time for the next national committee meeting on June 6.

Professor Ted Wragg, director of Exeter University school of education, warned the conference of the implications for the small school when appraisal was introduced. "It will change relationships because some people would like to see a more prickly form of appraisal while others would see it as more developmental."

It was vital for small schools to federate, he said. This made job-sharing a possibility and the bringing of teachers together. It had to be remembered that in the new teachers' contracts, five days a year were allotted for in-service training.

Another advantage would be the use of mobile transport: a multipurpose van could carry both books and big technology to pupils.

"At present, many small schools are slow to get off the ground with new technology," Professor Wragg said. "It's partly because the teachers don't know what's going on. He said that the video recording, for example, had opened the door to all sorts of possibilities. It introduced the possibility of schools had been very slow.

Esperantists may breach their language barrier

by Ian Nash

Esperanto-speakers who have been campaigning for 50 years to have the language taken seriously in schools have a scent of victory following the Northern Examining Association's provisional acceptance of a GCSE syllabus.

Esperantists are delighted that this breakthrough has been made in the language's centenary year. And although there are still a few problems for the exam board to sort out they are confident that the course will be available from 1988.

The Mode 3 GCSE syllabus was devised at Thurnscoe comprehensive school, in Barnsley, where seven other schools also teach the subject.

The language is spoken by more than eight million people around the world and it is estimated that there are more than 100,000 students and enthusiasts in England and Wales. But numerous battles to establish a GCSE syllabus have ended in defeat. A few

schools managed a CSE, said Mr Alan Nutton, secretary of the Esperanto Teachers' Association. "But it never had the kudos of a GCE and so it remained a Cinderella subject - and now."

"The trouble has always been that parents and pupils argued that it was parents and pupils argued that it was waste of time learning Esperanto if there was no GCE in it," he said. While he does not agree that "it is not worth examining it is not worth teaching," he sees their point.

Mr Nutton argues that if the Government is serious about promoting foreign languages, it should not exclude Esperanto. "It does not preclude the study of French, German and Spanish," he said.

"It is a very sound basis for a first foreign language before studying other languages. Its syntax is simple and it is easy to introduce. Indeed, many schools use Esperanto to promote language awareness."

Hungarian import

Conductive education, the controversial Hungarian method of helping severely handicapped children to lead a more normal life, has been brought to the UK.

An agreement has been negotiated between the Peto Institute in Hungary and the Birmingham-based Foundation for Conductive Education for a trial of the method.

The young teachers to be trained at the institute and in Britain, Birmingham City Council will give the project £400,000 over four years. Birmingham's Parkinson's Disease Society and the University of Birmingham are also supporting it.

Travel

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● False start, page 19

OVERSEAS

Humanist textbooks banned on 'religious' grounds

UNITED STATES

Bill Norris reports on a Christian fundamentalist victory in Alabama

A federal judge in Mobile, Alabama, has banned more than 40 textbooks from state schools on the grounds that they promote the "religion" of secular humanism.

The decision by Judge Brevard Hand, marks a major victory for Christian fundamentalists in their battle to get their brand of Christianity introduced into the schools. Though there will almost certainly be an appeal to the Supreme Court, teachers are fearful it will form a precedent for similar court action by religious zealots in their own states.

Judge Hand, who initiated the case himself after the Supreme Court threw out his 1983 verdict in favour of prayer in Alabama schools, denied in his 172-page ruling that this was his intention. "This case is not an attempt by anyone to censor materials deemed undesirable, improper or immoral. What this case is about is the allegedly improper promotion of certain religious beliefs."

The losers do not agree. Mr John Buchanan, chairman of People for the American Way, described the decision as "judicial book-burning, and nothing less than that". Ms Mary Weider, Alabama director of the American Civil Liberties Union, said: "The decision confirms our worst fears of federal censorship over local public school matters."

Other critics have been less restrained. In an editorial the *Washington Post* condemned Judge Hand's ruling as "profoundly and irremediably wacko". And legal experts across the political spectrum have described his establishment of humanism as a religion as "bizarre", and "far out".

"The consequences of the Alabama



The secular Joan of Arc... God is left out of the discussion

decision are absolutely breathtaking," said Mr Bruce Fein, a constitutional scholar at the Conservative Heritage Foundation. "If one was to accept the notion that the regular public school curriculum teaches religion, one would have to revamp every public school curriculum in the country."

The National School Boards Association has announced it will fight Judge Hand's decision "all the way". "It places school districts in an impossible position," said Mr August Steinilber, the association's general counsel. "If we include religion we will be attacked by some groups for violating the Constitution. But the basic tenet the judge comes down with is that one cannot teach anything of morality—right and wrong—without including religion in the discussion."

The National Education Association and the American Federation of Teachers have also expressed alarm, but there is a growing realization that American textbook publishers may have brought the Alabama ruling upon themselves. The banned books have gone to extremes in trying to avoid any mention of religion at all.

This has led to such absurdities as failing to include God in a discussion of Joan of Arc, leaving out the fact that Martin Luther King Jr was a Baptist minister, omitting any suggestion that

the Pilgrim Fathers had a religious motivation in coming to America and portraying Thanksgiving as a purely social festival.

The *Washington Post* said: "The judge convicted these books on the wrong charge. Most of them are guilty not of promoting secular standards, but rather of offering no standards at all. Their publishers, terrified of offending any point of view, have stripped them down to a level of vacuity and evasiveness that deserves to be considered criminal, if not in the legal sense. While Judge Hand is wrong about much, he is dead right in observing that it is impossible to give a coherent account of American history, as some of these books attempt, without reference to religious belief."

By becoming the first federal judge to rule that secular humanism is a religion, Judge Hand may have opened a bigger can of worms than he intended. Under American laws, churches are exempt from property taxes. Humanists, it is feared, may now be able to claim that their homes are their churches, thereby causing a catastrophic loss of local revenues.

For this pragmatic reason, if no other, the chances of the Alabama decision being upheld in the Supreme Court are regarded as slim.

Outspoken minister pays for his franc comment

BELGIUM

French-speaking Belgium has a new minister of education whom the Government hopes will restore confidence in the ravaged educational world. M. Antoine Duquesne, protégé and former chief private secretary of M. Jean Gol, deputy prime minister, had been tipped for the job a month before increasing loss of credibility finally forced out his predecessor, fellow Liberal M. André Damsseaux.

Following his swearing-in by King Baudouin, 46-year-old M. Duquesne was immediately plunged into a marathon ministerial meeting which was seeking extra spending cuts of BFR2 billion to meet budgetary targets.

It was largely last year's vast educational economy cuts of BFR21 billion that led to the downfall of M. André Damsseaux, whose apparent enthusiasm for welding the axe enraged Belgian educational establishments. The Independent Roman Catholic sector was especially furious and its political party, the Social Christians, who form part of the coalition government, had long been after M. Damsseaux's blood.

His frequent lack of diplomacy also provoked anger, including a remark last year that he would have abolished the highly popular "reformed" system of education, introduced a decade ago, for political reasons—even if austerity had not demanded it.

A statement he made when he took over the post in November 1985—"I am here to bring order to a ministry which does not know the value of a franc"—returned to haunt him at the end. A recently revealed deficit of nearly BFR5 billion in his ministry compared with its Flemish counterpart, helped ensure his demise.

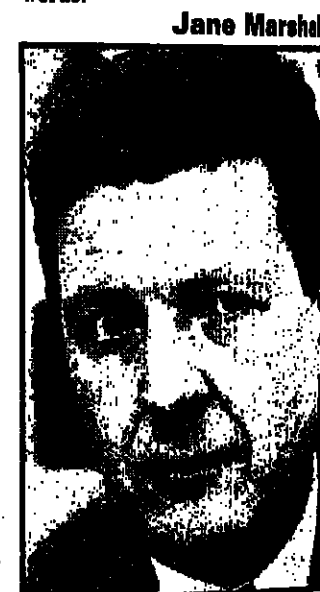
At what he described as a "Calvinistic tribunal" of senior ministers, M. Damsseaux tried to justify his claim that inequalities between the two linguistic communities were the reason for the deficit—and that measures in favour of the French-speakers should be taken. Following his resignation he bitterly denounced former colleagues in the

Cabinet who, he claimed, had favored Dutch-speaking education over the French. But finance ministry officials who investigated the matter decided the debt was caused mainly by bad management and failure to apply the Government's budgetary restrictions.

Now it is up to M. Duquesne—lawyer by training, the only member of the Cabinet who is not an elected MP and the fourth francophone education minister in five years—to bring some order to the troubled sector.

He has started by declaring himself "in favour of dialogue with the educational community, because education needs calm". Although a Liberal, he has not considered demolishing at his month's party congress in April against privatizing some (university) institutions "in the name of the future of the State", and has given his first job as "freeing the schools as much as possible from the worries of demographic and financial problems".

Belgium's French-speaking educational world will now be watching closely to see if his actions match his words.



Antoine Duquesne: expected to restore public confidence

Reluctant Reagan enlists for great national crusade

UNITED STATES

President Reagan has finally come out of the closet and declared his support for Aids education in American schools. But the National Academy of Sciences, which last October called for a \$2 billion (£1.3 billion) national commitment to research and education on the disease, is saying his involvement is "too little, too late".

The President's statement, laying out the basic principles for Aids education, reflects a battle that has raged inside his Administration ever since the disease became perceived as a major crisis. On one side of the argument has been Dr Everett Koop, the Surgeon-General, urging that Aids education should begin in elementary schools and that the use of condoms should be stressed.

On the other, a group of conservatives, led by Mr William Bennett, the

Education Secretary, has tried to avoid any mention of condoms in the classroom, and to stress instead the values of abstinence and monogamy.

As a devout Roman Catholic, Mr Bennett is opposed to condoms because of their contraceptive role. He has made no secret of his objection to contraceptive education as a means of preventing teenage pregnancy, and clearly sees Dr Koop's campaign as a means of letting the Devil in through the back door.

In this, he has been aided and abetted by the national television networks, which have refused to accept condom advertising on the grounds that it might offend their viewers, although they daily screen commercial

claims for everything from sanitary towels to hemorrhoid remedies.

President Reagan has placed himself firmly in the Bennett camp. His statement makes no mention of "safe sex" or condoms, saying that health information should encourage "responsible sexual behaviour, based on fidelity, commitment and maturity, placing sexuality within the context of marriage", and that schools "should teach that children do not engage in sex". It also urges that Aids education in schools should be locally determined and "consistent with parental values".

Dr Sheldon Wolff, the chairman of the academy of sciences' panel, has attacked the President's statement for being "naïve", and has charged him with "waiving". "They don't take into account that there's a massive population out there who are not going to adhere to those principles," he said. "Certainly the British and the French seem to be way out in front of us on this."

Meanwhile, with 30,000 Americans so far diagnosed with Aids, an estimated million more infected with the virus and a prediction of five million cases by 1991, the schools have not waited for the President. A recent survey showed that about 70 per cent now have Aids education programmes of one sort or another.

There is no shortage of teaching material from which to choose. Since early last year, commercial firms and non-profit organizations have produced at least 20 teaching guides, videotapes, films and filmstrips. Numerous state health and education departments, school districts and schools, have also written their own curricula. Some of these have been copyrighted for sale to other schools. The content varies widely. At one



Condemnation: Dr Everett Koop has spoken against the Education Secretary's policy to keep Aids information out of primary schools

end of the scale a videotape commissioned by the New York City School Board talks frankly about homosexuality, condom use and the avoidance of dirty hypodermic needles, spending little time on abstinence. This tape, which has won awards at two film festivals, has already been ordered by schools in 48 states.

At the other extreme, a commercial-produced videotape not only urges abstinence, but warns teenagers about the alleged dangers of "heavy petting" and "deep, intimate kissing". This tape, lauded by its producer as being "almost squeaky clean", makes no mention of condoms, homosexuality, anal intercourse or the sharing of hypodermic needles.

Later this year, the Federal Centre for Disease Control plans to make \$11.2 million of Government money available to schools for Aids education. It seems, however, they will have little guidance on how they should spend it. The centre was hoping to release a set of guidelines, but these have been stalled by objections from Mr Bennett's Education Department. Apparently they contained too much emphasis on prevention, and not enough on abstinence for the Administration's liking.

Bill Norris



AIDS

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Bill Norris

Unions warn against new 'apartheid'

WEST GERMANY

West Germany's two biggest teachers' unions have issued a warning against a developing "Aids apartheid". In a joint appeal addressed to the Federal Chancellor, regional prime ministers and education authorities, the GEW and the VBE welcomed the stand against pressure from the Bavarian CSU party for compulsory registration of Aids victims and carriers, and the federal information campaign which has distributed 27 million leaflets to every household and placed 33 million newspaper advertisements. But they believe the campaign must be carried into schools—which have been handicapped by a lack of teaching materials and skills.

The appeal calls for in-service training for teachers, costing an estimated DM10 million (£3.4 million) so the Aids issue can be incorporated into school curricula without delay.

The unions also say equal weight must be given to information on protection against infection and to the social and psychological effects of the disease to avoid carriers and victims facing "intolerable segregation and stigmatization".

The appeal comes at a time of mounting pressure for tougher measures, such as those introduced by Bavaria last month. The state ordered forced blood tests for high-risk groups and applicants for public service jobs, as well as criminal proceedings against carriers guilty of deliberate or careless infection of others.

Chancellor Kohl's Government has so far resisted any measures thought likely to drive the Aids issue underground and further isolate victims. Funds for the Government information programme will be boosted from DM20 million to DM135 million.

At the end of February, the Federal Health Office in Berlin reported 959 known cases of Aids in West Germany, double the total of 10 months ago.

Estimates of the numbers of carriers vary from 75,000 to 200,000. In October last year, the conference of regional educational ministers, the KMK, said fears of schools becoming areas of special risk were unfounded. The KMK saw no reason to exclude infected pupils from normal lessons and emphasized the special need for integration of carriers.

Paul Bendelow

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Schools stay closed to poor

CHILE

The Santiago Government stands accused of providing no education for 500,000 children. Colin Harding reports

militancy on behalf of its members and of active participation in the reform and development programmes of the Frei and Allende governments. Its members included administrative and maintenance staff, as well as teachers.

When the military stepped in, the ubiquitous and well-organized SUTE was one of the first groups to be suppressed.

Sr Salinas was ordered to report to



Many education reforms died with the 1973 military take-over

The Chilean Government is cutting costs on a massive scale in state education. Last year, it announced that the country had a surplus of teachers, and set about reducing them by 28,000, either by dismissals or early retirement. That was in addition to the 12,000 teachers who had already resigned, "disappeared" or been dismissed since the military coup of September 1973.

Sr Antonio Salinas, a Chilean teacher living in exile, was in London earlier this month to publicize the state of affairs in his homeland. He said that 500,000 Chilean children do not go to school at all, and that the size of classes has increased since 1973: 45 pupils to a class is now common.

Sr Salinas points out that the military-dominated Government and its civilian supporters have reversed a trend in policy that goes back to the first compulsory primary education law of 1920. Until 1973, the role of the state in education almost continuously expanded.

From 1965, when Eduardo Frei's Christian Democrat administration was elected, heavy emphasis was placed on opening up the school system to those who had been excluded: the rural and urban poor and workers. A big school construction programme was carried out, and night schools were opened all over the country.

At the same time, parents and members of the community were encouraged to take part in the running of schools. Teachers and administrative personnel were urged to sit on governing bodies of schools and colleges.

This period also saw a rapid growth in the Educational Workers' Single Union (SUTE), which by the time of the coup had about 80,000 members. The union championed all political

the military authorities in Talca, southern Chile, where he was the union's provincial director. He probably failed to show up, and spent three years in hiding, before taking exile in Denmark in 1976. As a fervent supporter of Allende's overthrow, Mr Salinas faced summary dismissal and possible imprisonment. He is one of over 2,000 exiles still banned from returning home.

The military replaced SUTE in 1973 with a professional College of Teachers, which excluded non-teaching personnel and had no political or industrial clout. Meanwhile, the process of weeding out undesirable elements had begun; those who were not dismissed or arrested were transferred to remote and uncommunicative parts of the country.

The Ministry of the Interior took control of education, visiting appointments and overseeing curriculum content. Local military garrisons were placed in charge of ideological training of young people. Entire faculties were suppressed at Chilean universities.

Salinas said some 2,000 new private schools have opened since 1973 and have proved highly profitable and have proved highly profitable and have proved highly profitable.

It took until 1980 for the shocked teachers to begin to reorganize. Now they are active in mounting civilian opposition to the Government. But despite the pressure for mass education, Sr Salinas says it would be a mistake to suppose that repression has slackened.

Measures of sense and sensibilities

FRANCE

France has no immediate plans for applying the Aids education campaign in British schools—although it has 1,500 known cases, more than any other European country.

The health minister and a former gynaecologist, Mme Michele Barzach, next month launches a national information campaign with posters, leaflets and TV clips. But the education minister directly responsible for sex education in schools, Mme Michele Alliot-Marie, is adopting a more cautious approach.

Last November she announced her intention to make teachers better informed about the dangers of drugs, alcohol and sexually-transmitted diseases and has since organized a series of conferences in Paris, Bordeaux, Marseille, Lyons and Lille. Leading experts are taking part, including Dr Luc Montagnier, of the Pasteur Institute, who first discovered the Aids virus, and Dr René Frydman, one of the pioneers of France's test-tube baby programme.

Teachers and school doctors packed the Sorbonne's largest lecture theatre for the first conference a month ago and the rest of the series is being equally well attended. Mme Alliot-Marie is counting on participants to pass on vital information to colleagues, pupils and any parents who show interest.

Sex education is, of course, a particularly delicate matter in a Roman Catholic country worried by a declining birth rate. And French parents are just as happy as their English counterparts to leave sex education to the schools; pupils will still have to rely on each other for most of their information about Aids.

Mary Follain

Catholic conventions set campaign's slow pace

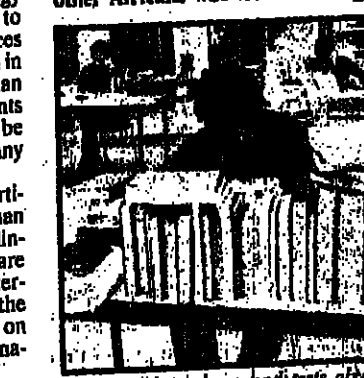
BELGIUM

The Belgian Government has been slow in reacting to the spread of Aids. It announced only in January its intention of setting up a "fast campaign" to alert, inform and advise the public about the disease.

The programme, officially launched early this month, includes broadcasting on Flemish and French speaking television, and the Ministry of Public Health, which is co-ordinating the campaign, plans to ask schools to include information about Aids on their curricula.

Wivine Demeester, the Secretary of State for Public Health, said the campaign's principal message was to "choose one partner and stay faithful, but if not, use a condom". The advertising of condoms in Belgium, a strongly Roman Catholic country, has been officially illegal until now, but the Government plans to revise the legislation.

In 1986, 180 cases of Aids were reported, half of them Zaireans and other Africans who travel to Belgium



Many students have had tests already

for treatment. Only 30 per cent of cases are homosexual males, compared with 74 per cent in Europe as a whole.

Government measures announced two weeks ago requiring some foreigners studying in Belgium to take compulsory Aids tests have provoked protests from students and criticism from health officials. The 1,500 students concerned are on grants from Belgium's Co-operation in Development Secretariat and are mostly Africans.

They will lose their grants if they or their partners refuse to give a blood sample, or if they are shown to be sero-positive.

But medical experts from the World Health Organization say mass testing of travellers and foreigners entering the country will have a negligible effect on the spread of the virus. And officials from the European Community, which is formulating a policy to co-ordinate action on Aids in member states, has said that any benefit would be short term and the restriction of tests to foreigners would encourage xenophobia.

African students at the French-speaking Catholic University of Louvain-La-Neuve are organizing demonstrations and a petition against the measures. They say that the decision to make tests compulsory was taken because many students refused to give samples. They argued they had already had medical examinations in their home countries before arriving in Belgium.

Jane Marshall

Travel

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LETTERS

Tongues of fire: bilingualism is seen either as a "dubious experiment" or essential

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TALKBACK

INDUSTRY YEAR

Looking from both sides

Tanya Parker

I feel better equipped to enter the competitive world of industry and commerce due to my experiences during Industry Year 1986. I was involved in a series of exercises with industrialists acting as advisers and undertook a limited form of work experience in a two-day school activity.

I also participated in an industry conference in another school with people of my own age whom I did not know. We therefore had to establish a working relationship very quickly.

We have also participated in the Young Enterprise Scheme. I am the managing director of a company with a board of five other pupil directors. If I had been taught the traditional curriculum only, I would have experienced an academic timetable alone.

Before Industry Year I had thought of industry as relating to factories and as providing jobs for those who did not want, or could not achieve, executive positions.

Pupils are often barely tolerated by people in industry and are frequently criticized as illiterate, innumerate and uncaring. In fact we can show initiative and think positively, if we are given encouragement.

Industry Year helped us to learn to co-operate and compromise, understand that deadlines must be met, and appreciate the decision-making process, especially realizing that business problems do not necessarily have right or wrong answers. The exercises simulated at the two conferences I attended were the same, but the solutions were entirely different.

I had the opportunity to look at the problem from both management and

union points of view and this made me realize how problems may arise in union and management relationships.

As a result I now regard team work as essential. When working in groups I was forced to listen to, understand and respect other people's views. Therefore I think that pupils need more opportunity for discussion and involvement in lessons at school, so that we are required to show more initiative and work with others.

I am also beginning to understand what responsibility means. School prefects are told that they have a position of responsibility but that does not mean that we are part of the decision-making process in school. In other words we are responsible for carrying out decisions made by other people.

I do not believe that industrialists should feel that it is "an awful lot of work for little return" when they go into schools.

If industrialists and people in commerce require young people to become involved in and to know about the world of industry and commerce, then we in schools need their expertise.

Equally, schools, colleges and universities should liaise with industry, and that it is not, as some people believe, "meddling with education".

Many industrialists criticize people of my generation without the necessary knowledge on which to base their criticisms. What are those people who are so quick to criticize people of my age doing to promote useful development?

Tanya Parker (aged 16) is a pupil at The Romsey Community School, Hampshire.

RE-ENTRY PROBLEMS

Home is where the heart is

Ruth Cherrington

The back pages of *The TES* offer escape routes to foreign climes where pay disputes, curriculum changes and conditions of service are relatively settled and teachers can seemingly get on with what they are trained for: the process of educating children and young people.

Nowadays, not only is the range of countries requesting teachers expanding, but also the subjects needed to be taught. English is still the most popular in demand and an EFL background seems to be a passport to anywhere between Fowles and Tibet.

But more recently other teaching specialties have been requested from previously uncharted educational fields in the developing countries and those opening up to the West such as China. The temptation to take-off for a year or two grows stronger as the rain beats down on leaking school roofs and more educational confrontations are forecast.

Yet, there are many factors not taken into consideration by those seriously interested in foreign posts and some of them cannot be pointed out by prospective employers. What happens when the time is up and the home country beckons?

The most disturbing part of teaching overseas can occur once back, as reverse culture shock sets in and teaching at home resumes. Coping with changes in both material and geographical conditions may appear initially as the hardest tasks especially if you've been somewhere sunny. But these factors pale into the background compared to the first term back at work.

Many returnees feel invigorated and enthusiastic after a spell away and are keen to pass this on, possibly by including new topics and material in the syllabus or new teaching styles. The usual disheartening response, however, is that, "you're not abroad now". The experiences of overseas teaching tend to remain inside the teachers' heads. Although at first superficially interesting, especially where the more unusual or exotic countries are involved, colleagues tend not to possess the time or enthusiasm to listen and take an active interest in the returnee's tales.

A slide show here, a talk or two somewhere else, may help to reduce the feeling that no one is bothered about the exciting and possibly moving experiences of overseas. They offer an opportunity to show what conditions were like in the education system of another country, but such initial interest dies down after a few weeks. Then the staffroom conversations revolve, of necessity, around the important issues of conditions here and not on the other side of the world.

For some returned teachers, this can lead to a sense of isolation more severe than experienced abroad. Being alone and relatively cut-off in a foreign land where language and culture may be great obstacles to integration can make for a difficult life but most teachers agree that this is a challenge, a form of motivation to work hard and be accepted as a good teacher.

Being alone in a staffroom back home, feeling alienated by the very fact of the overseas experience, hesitant to raise points about the country for fear of being considered a bore, is worse. Few people wish to know how the days were spent by those who ventured outside of Britain.

Over recent years, an added dimension to post-overseas depression has been caused by education cutbacks, worsening conditions and insecurity at all levels. Teaching in underdeveloped nations may have its hardships, but coming back to shared books, paper shortages and wondering who's next on the redundancy list is far from a pleasant homecoming.

All of these negative factors may lead to the desire to go away again and, indeed, many returnees do so, having failed to settle down. Those who remain, quietly treasuring their experiences, possibly feel deterred only by the prospect of the second homecoming.

This is not to completely dampen the hopes of those intending to go abroad: it can be a very interesting and personally satisfying experience. But it is a "year out" and coming back involves the difficult task of getting back "in".

Ruth Cherrington returned from China last year.



PARENTS' NIGHT

The Brush Off

Laura Garrat

Our school is going over to an appointments system for the next parents' evening. They will be given five minutes each and, though a bell will not be rung as I believe happens at some schools, it does mean that the following plays developed over many years will no longer be required.

I pass them on to the struggling:

- The Affable: It's been lovely to see you yet again, Mrs Jones!
- The Furious: I mustn't keep you from all the other staff!
- The Ambiguous: I mustn't keep you talking here all night!
- The Understanding: Hearing about your marital ups and downs has helped me understand Sharon so much more!
- The Flattering: I must see the parents of the less able boys!
- The Lie: It's been so stimulating hearing your views on how to teach English!

□ The Political: I'm so glad to hear that you've told the governors your views on teaching English!

□ The Terse: I think Jason's book speaks for itself!

□ The Even More Terse: This is Jason's book!

□ The Truth: I've turned out tonight after eight hours in school, it's nearly closing-time, and if I don't stop soon my mind will be working all night long. Enough is enough!

Laura Garrat teaches in a comprehensive.

STAFF DEVELOPMENT

The first real feedback

Sally McDonald

In the early 1970s, I trained as a social worker and worked in a social services department for 18 months before leaving to bring up a family. Ten years later I retrained as a nursery teacher. Having now survived my probationary year, I keep finding myself making comparisons between the two professions, and I feel that, in the two areas of training and staff supervision, social workers in some ways get a better deal than teachers.

While I acknowledge priority must be given during teacher training to considerations of curriculum, class control, teaching techniques and styles, I believe none the less that more time could be given to enabling students to work on their own personal development. As a nursery teacher now I work in a team with two nursery nurses and I also interact daily with the parents of the 36 children in my class.

This is a lot of adults and families, without counting my fellow teachers, the headteacher, colleagues in the adjacent primary schools, health visitors, school nurse, social workers and dinner ladies.

During my social work training we were encouraged to examine our own life styles, beliefs, prejudices, personality, strengths and weaknesses. This process was considered to be a necessary precursor to unleashing ourselves upon other people, with their huge variety of backgrounds, values and needs.

It may of course be argued that one can never be truly objective and unbiased as a professional carer, but I do believe that attempts should at least be made as part of the process of educating someone to become a teacher.

Once released into the world as a certified teacher I felt that the comparison between the two professions with regard to personal and professional staff development was even stronger. As a newly-qualified social worker I had weekly supervision sessions with my senior, who helped me consider how I should tackle new cases and reviewed progress with me.

During the whole of my probationary year I had three sessions with my headteacher, and even so I was more fortunate than many of my probationer friends.

By the nature of the ways teachers

work we are isolated from fellow teachers for most of the day, and my experience has been that we feel ourselves, even if only ever so slightly, in competition with one another. Within my own classroom, my role as team leader of three staff, I felt I had to inspire the team with confidence, though I often lacked enough to supply my own needs!

In the end what kept me going was the friends trained as teachers who previously who kept scraping me off the canvas and pushing me back into the ring, the children in my class then parents, who frequently expressed appreciation of what I was doing.

At the end of my first year, I received a brief letter welcoming me to the ranks as a fully-fledged teacher from the Director of Education. He has never replied to a letter I wrote to him lamenting the lack of support for probationary teachers.

A friend who recently completed her first year as a probation officer had had her year's work thoroughly assessed by a senior officer and been awarded a week's residential course with other newly-confirmed officers, as part of her ongoing professional development.

Ironically my self-esteem has recently received its greatest boost from a PGCE student who has been practising in my class. Each week, following social work practice, I supervised her for an hour. We discussed individual children, classroom control, team management, the implementation of the early childhood curriculum and parental involvement.

This is how she is learning by observing critically and by experimenting with her own ideas. Her evaluations of what happens in our room constitute the first real feedback I have received on my work.

I have received on my work. I have grown-up people now, so we should not need "strokes" to keep us going. It does seem bizarre though that we don't practise on ourselves what we practice on our pupils. With impending moves towards teacher assessment, might we hope that a system which supports staff development - personal and professional - might also be implemented?

False start

Caroline Sharp's research at the NFER reveals conditions in the early years that fall short of Parliamentary recommendations

Most local education authorities now admit four-year-olds to infant classes, though few of these classes are adequately equipped or staffed for such young children.

A questionnaire sent to primary or early-years advisers of the 108 L.E.A.s in England and Wales last September revealed that only eight out of 90 who replied stuck to the statutory age of admission - the term following a child's fifth birthday.

Of the respondents, 37 authorities now admit most children on a single, annual date as recommended by the Commons Select Committee on education. A further seven authorities were considering such a policy. Children are admitted twice a year (usually in September and January) by a further 13 authorities and 31 admit termly.

When asked about the advantages of annual admission, advisers said it was fairer because it gave three years' infant education to all children. It also allowed the teacher a full year to establish a relationship with the class.

The most common disadvantages of annual admission were seen as the high pupil-teacher ratio in many infant classes. The shortage of teachers trained in the early years of education and the inappropriate curriculum sometimes offered to four-year-olds in infant classes were also mentioned.

The Select Committee report, *Achievement in Primary Schools*, said the conditions in infant classes where four-year-olds were admitted should be the same as those in nursery classes, particularly in respect of class sizes, ancillary staff and part-time attendance. Such children should only be admitted, it said, when the full-time equivalent class size did not exceed 26.

Of the 56 authorities in this survey which admitted children annually to some of their schools, only half stipulated a maximum class size - and of these, only 10 authorities was that



maximum 26 or less.

As part of the study, 12 infant and primary schools were visited. Many of their heads and teachers were in favour of annual admissions in principle. But they too were concerned about the practical problems.

Of the 25 reception teachers interviewed, most had some ancillary assistance, though not always from a qualified person. Only five had full-time assistants.

Most felt they needed full-time assistance from a qualified nursery nurse to cope with such young children.

More than a third of the teachers said their classrooms were too small, and a similar proportion felt they needed more large play equipment to foster children's physical development.

Most of their classrooms had no outside access and in some schools, the toilet facilities were less than ideal. Many were out of sight of the teacher and, in three cases, children had to use outdoor toilets.

Most of the teachers had not initially trained to teach the under-fives, and many had found it difficult to adjust their teaching style. They wanted more in-service courses, focusing on their particular concerns. There is clearly room for an expansion of initial and in-service training for teachers in the early years.

The teachers interviewed generally had one major objective: to make the children's first year in school happy. Teachers wanted children to feel secure and then to gain some responsibility and independence. Although they worked to lay a foundation for more formal skills, only three teachers said they aimed to have most of their class reading and writing by the end of the year.

Many teachers stressed the value of learning through play, and this often brought parents and teachers into conflict. More than two-thirds of the teachers said they were under pressure from parents to teach children the 3Rs. Several teachers commented that this was passed on to children, who expected to be taught to read and write on their first day in school.

A few of the schools had made an effort to demonstrate to parents how children learn through play.

Nearly half the teachers reported that some of the younger children had difficulty settling in. One of the most difficult periods of the day was lunchtime. Children often had to face a crowded and noisy school hall without the reassuring presence of their teacher. Some disliked the unfamiliar food and others had difficulty manipulating the cutlery.

Playtime could also be an unhappy experience. Some young children became bored by the lack of

things to play with, others found the presence of so many older pupils frightening.

As one teacher said: "The lunchtime period is the worst. It's cold and noisy and they get picked on by the older kids. This can undermine all the good work done in the classroom."

Problems at lunchtime were mentioned in 10 of the 12 schools visited. The two schools where there were said to be no problems were both small and rural.

The other main problem was tiredness - children were sleepy and irritable by the end of the school day.

Part-time attendance might be an answer to both these problems, but it does not appear to be widely practised at present. Only seven of the authorities with a policy of annual admission to school stipulated part-time schooling at first. A further 12 authorities advised heads to admit younger children part-time but some advisers reported pressure from heads and parents for full-time admission. More authorities are considering admitting younger children. But perhaps they ought first to consider the Select Committee report and whether they can provide appropriate conditions for four year olds.

Caroline Sharp is a research officer at the National Foundation for Educational Research.

INADEQUATE TEACHERS

Problems to test us all

Jim Smith

This country seems quite unique in promoting the concept of "the inadequate teacher". I refer not to the innuendo of the politician with an axe to grind, but rather to the damage the profession itself inflicts upon its own kind.

Take almost any large secondary school and you will discover teachers who, it is felt, must be "protected": protected perhaps from some children, but in particular protected from any regular, uncontrolled, face to face contact with parents. What that structure has created is the concept, or myth, of the inadequate teacher.

Apparently a similar view is endorsed at the very highest level: it has even received official backing from HMI (Wales) in *Home School Links* (1985):

"Direct contact with the home, especially when circumstances are difficult, is best undertaken by a senior member of staff, who can exercise appropriate care and circumspection when dealing with particular problems"

I wish to be dissociated with any suggestion that any one of my staff is not properly capable of exercising that "appropriate care and circumspection".

Some of these problems put us all to the test. Naturally, I am willing to advise, to give the benefit of past experience, to work alongside any teacher - but more often than not that teacher will possess something far more important, a "wise" working knowledge of the child concerned.

Following this advice, we have

sought to promote the role of form tutor to a level where he is clearly seen by all concerned, particularly parent and pupil, as the key person in the education of the child. This has been a slow, continuous development over a number of years.

It has not been without problems, but I have never had any reason to doubt that we are moving in the right direction. I am equally convinced that as a direct consequence of this development, professional colleagues have grown both in experience and self-esteem.

It is now the form tutor:

- who meets parents and child prior to their admission;
- who stays with the child throughout their school career and is responsible for all communication with parents;
- who receives expressions of concern, either from staff or from parents;
- who responds to that concern in a manner they feel the most appropriate;
- who works closely with the child on a course of personal and social education for 12 per cent of their timetable week;
- who meets with those parents at least twice every year, following school reports;
- who makes contact with the home, when there is ever cause for concern;
- who works alongside parents and child when it comes to the choice of options.

Our aim is clear - to provide one person with a close knowledge of the child with whom the parent can identify and relate. It is much easier to have a relationship with a person than with



This is an honest attempt on our part to achieve that close partnership with parents that we claim to espouse. There can be little doubt that it is what the parent is seeking.

It does place great demands upon teachers, demands that can only be met if they are provided with the necessary time and the necessary training and the necessary support and resources. But when these prerequisites are met, then my experience confirms that teachers are more than equal to the task and indeed eager to fulfil this expanded role.

The concept of "the inadequate teacher" is a myth produced by our own bureaucratic structures.

Jim Smith is Headmaster of the All Saints School, Northampton, Northamptonshire.

Publish and be damned

You may be if you are a teacher, Michael Smith warns

Teachers are supposed to be intelligent people, not automatons, blindly following the dictates of their superiors. The marks of the successful educator are essentially personal and individual, even if not actually maverick. Furthermore, it is these very qualities of independent thinking which we are endeavouring to inculcate into our pupils.

Facts are sacred but, in the case of opinions, we as educators are surely training our students to express their own ideas lucidly and coherently, rather than merely to regurgitate ours. Thus teachers, too, should not be discouraged from independent thought and the right of free expression.

It is often said that we live in "a free country", whatever that may mean. As Edmund Burke argued, any personal liberty must be limited at the point at which it infringes the liberty of others. So an individual teacher's freedom to argue an educational case must not limit his employer's liberty to implement a declared policy.

The abuse of positions of authority *per se* to muzzle those who happen to be on a lowering of the hierarchical ladder is a different matter, however. An ordinary teacher or lecturer who argues for a particular improvement in working conditions and supports his case with examples from his own experience must accept that his head or principal is free to disagree and to argue his own viewpoint, professional or professional.

But to use his superior position to accuse the teacher of disloyalty or perfidy or to attempt to discipline him or to get him into trouble with

higher authority, is an unacceptable abuse of both power and privilege and an infringement of liberty.

There is a lesson here, too, from the teacher's relationship with his pupil: the teacher should never use his superior position to score personally over his pupil. In a similar way, a headmaster, a governing body or a local education authority should only fulfil their statutory and professional duties, and not attempt to stifle free discussion.

Those in authority have, understandably, to protect their own declared policies, and clearly cannot be expected to tolerate direct public criticism from their employees. This would clearly amount to insubordination. There are, however, many areas of pedagogical debate which are conducted not only between authorities but also within them and within the establishments which they control. There is often no recognized party line which can be either toed or attacked. The debate rages to and fro, and it is legitimate to air different points of view in the press.

But the dividing line between the acceptable and the unacceptable in such circumstances is thin and indistinct. Some local education authorities issue helpful guidelines for their employees, recognizing that, as intelligent and well-educated professionals, they hold views which they should be entitled to express.

Many teachers cover themselves and their employers by adding a caveat, making it clear that the views expressed are their own and not necessarily those of their superiors.

But that may not suffice. During the Honeyford saga, a *TES* leader pointed out (December 6, 1985) in connection with Mr Honeyford that "in his own school... it was clear that he carried out the council's policies. It was his views not his conduct which offended".

Sir Peter Newsam, a former Inner London Education Authority education officer, has suggested that teachers should have formally-negotiated agreements with their employers on how far they are allowed to express their views in public. As he pointed out, a balance has to be struck between the right of individuals to free speech and the duties owed to an employer.

In the past, the balance had been struck by "a mixture of a willing acceptance of convention and common sense" (*TES*, October 23, 1985). But nothing that both were now in short supply, he proposed that employers and employees (represented by the teaching unions) should negotiate an up-to-date expression of that balance.

I support that suggestion. It would be unrealistic to expect crystal-clear agreements or cast-iron guarantees. But it would at least help to clarify the present muddled position. It might have helped in the Honeyford and Savory affairs, making their own rights and responsibilities quite clear both to them and to their detractors.

It would also show less celebrated teachers just where they stand, and should curb the over-zealous attempts of the powers-that-be to stifle legitimate debate.

Michael J Smith teaches in Hampshire but is expressing his own views here.

The TES is investigating a number of incidents where teachers have been criticized, threatened or disciplined after their personal views were published, and would be interested to hear from any teachers who feel their freedom of expression has been unreasonably limited or resented. Write in confidence to The Features Editor, The *TES*, Priory House, St John's Lane, London EC4M 4BX.

FEATURES

The third force

Zelda Reynolds reports on the growing supplementary schools movement which apparently succeeds where others fail



Giving confidence and motivation to children written off as no-hopers

Long before it became fashionable to talk of "parent power" in the wake of the teachers' dispute, a community crusade had already been gaining momentum in many of Britain's inner cities.

Fears about "falling standards" resulting in something of a parental backlash led many years ago to the creation of supplementary schools in some ethnic communities.

The supplementary schools are evening and weekend classes run by parents and teachers to help bolster the attainment levels of children going to maintained schools. Their classes are small, and individual attention is heaped on children.

The first of these schools began in the late 1960s as a spontaneous response by immigrants who felt that their children were being failed by the education system.

Today, more than 20 years on, the fears which gave rise to these schools are still relevant, according to John La Rose, a pioneer of supplementary schools.

"Many parents despair about their children's education in the mainstream schools. The supplementary schools offer a way forward by reacting to the failings of the ordinary schools," he says.

The school which La Rose and other activists help found in 1969, the George Padmore supplementary school in Finsbury Park, North London, is still going strong.

Named after the Pan-Africanist philosopher, it has dropped the "supplementary" tag and now calls itself a community school, taking in white as well as black children.

Since the formation of schools like George Padmore, other supplementary schools have sprung up at a tremendous rate. Not only are they more visible, but they are becoming much more co-ordinated in their aims and demands.

The key to their existence is the self-confidence and motivation they instil in youngsters, many of whom have been labelled as no-hopers.

Gloria Thorpe, 23, is a black teacher at a predominantly white school in Eltham, south-east London. She recently became a volunteer teacher at a supplementary school which aims to equip children with more than just the three Rs.

"The aim of supplementary schools is to complement the teaching given in mainstream schools, we're not fighting against them."

"But clearly, black children are being failed by the system, and we provide a vital safety net to stop that happening," says Gloria.

At her supplementary, the Harriet Tubman (after an American anti-slavery campaigner), equal emphasis is placed on improving academic grades as on the teaching of black history and culture.

Paralleling the supplementary movement is the growth of mother-tongue schools, such as the Hyderabad Urdu School in Hackney, north London, which obtained 100 per cent success rate with its first A level Urdu exams three years ago. They are now negotiating with the local authority for a permanent building for the school.

The majority of supplementary school teachers are volunteers. Not all are qualified, but according to Kelvin Carballo, a teacher, the most important skills they offer are "their own resources and a glowing history of black achievement."

Many of the teachers give account of how many of the children coming to supplementary schools have been written off by their normal schools. "One particular pupil of mine was one of the brightest children I've come across. Yet when I told his mother this, she couldn't believe it because she had been told that he was disruptive and backward," said David Medas, a supplementary teacher.

It was concern about this "de-education process" which prompted Mrs Elsadat Gordon to send her 10-year-old to the Robert Hart Memorial School in South London.

The chance discovery of the supplementary school, run by the Caribbean Teachers' Association, an umbrella group for black teachers, was a Godsend according to Mrs Gordon.

"I wasn't satisfied that she's progressing at her school. I want to make sure that she does as well as she's capable of by getting extra lessons," says Mrs Gordon, who considered private tuition. The school's director, Gordon de la Motte, claims that more and more parents are looking to

the supplementary schools to intervene in their children's educational development, often out of a sense of panic.

"We have children as young as six coming here whose parents are anxious to see them do well later on."

"The parents involvement and concern gives a lie to traditional claims that black parents neglect their children's education," he says.

The Afro-Caribbean Education Resource project (ACER), which has been going for eight years, is an example of how organized and self-sufficient the supplementary sector has become.

ACER is an independent agency working closely with the Inner London Education Authority. Its overall aim is to give black children "an equal start in the classroom" by providing educational and cultural material to assist teachers, parents and the pupils.

The centre's director, Len Garrison, sees it as filling an important gap which has been neglected by the authorities.

"One of the major tasks that lies ahead is to educate the educators. There's little doubt that more needs to be done about underachievement but the burden for change has fallen to voluntary groups and individuals," he says.

ACER's attempt to provide a "positive education framework" by offering a broad range of learning materials for use in schools, is seen by Garrison as a challenge to the system "concentrated on treating young blacks as fodder for YOPS".

The issue of how long supplementary schools will continue to function in their present capacity is under-resourced, underdogs, while at the same time compensating for the system's weaknesses is now being debated.

"After 20 years, one accepts that the thrust should be to improve comprehensives and ensure that the curriculum reflects the cultural backgrounds of children. But what happens in the meantime?" asks Winston Robinson, an ILEA education liaison officer.

His experience is that more and more parents are voting with their feet by taking their children into the private sector. While a number are supporting the creation of independent black schools, building on the ground-work laid by the supplementaries.

The Swann Report two years ago advocated the promotion of supplementary schools, at the risk of advancing such a campaign for separate schools.

Shirley Cooper, a supplementary teacher for 11 years, believes the creation of independent black schools is a natural progression for the supplementary sector.

Mrs Cooper, who teaches at the Afro-Caribbean Resources Centre Saturday School in Edgbaston, Birmingham, said: "We've already lost two generations through the failure of the system."

"Black schools are the only way forward because our children are losing out, and we as parents are being ignored."

Not everyone in the movement takes the same line, and the impression is that a leap into full independence is still a long way off, though should not be written off.

In London there is a move to set up an association to coordinate the efforts of supplementary schools. One of its first functions will be to compile a dossier of recommendations for ILEA.

At a recent conference in London Brent, Wiltshire, ILEA's deputy leader, promised "backing" to the movement.

Trevor Carter, the ILEA's senior education liaison officer, says, "We want them to maintain their independence, which is an integral part of their strength. We're not looking to hijack the schools, only to help them develop," he said.

In the ILEA, 21 supplementary schools currently receive grants of about £1,800 a year. This helps to pay for equipment, rent and expenses.

Other local councils give similar grants but there is speculation that the Home Office may be looking to review the use of any section 11 funding to supplementary schools.

The establishment of an association, however, will serve to consolidate a movement which is rapidly emerging as a third force, next to the conventional private and state sectors in the British education system.



Parents want schools that seem to stand for something

Peaceful coexistence?

Do independent schools compete with the maintained system or complement it? Daphne Johnson's research centres on parents who span both systems.

Most of the views expressed publicly about the continuing existence of private schools in the United Kingdom take a stand on principle: private schooling is unfair; it is elitist; it is socially divisive. Or, alternatively: it represents freedom of choice; it prevents indoctrination by the state. Whether for good or ill, private schools have proved a tenacious element in British education, surviving numerous attempts to abolish them or change them out of all recognition by integrating them into the maintained sector. Six per cent of the school-age population somehow continue to get their education in fee-paying private schools.

It is usually taken for granted that there is only one possible result. The independent sector of education, it is said, robs the maintained sector of resources or creams off its brightest pupils.

Sentiment has been paid to the extent to which private schools and state schools simply ignore one another, going their separate ways, or indeed whether they have come to rely on one another to cope with certain aspects of educational need. Still less has any effort been made to discover what it means for parents that private schools coexist with state schools.

Recent research in the south east of England provides some grassroots evidence of what the coexistence of public and private education means for two local education authorities, for 20 headteachers of independent and maintained schools, and for the parents of 25 families who span both sectors to find the right school for their child.

Local politicians hold diverse views - not all strictly in line with official party policy - about the potential of the private sector. But over a number of years the actions of successive governments have taken some of the more controversial aspects of coexistence out of discussion at the local level.

At one time, certain local authorities had well established arrangements for funding the education of high ability pupils in independent schools - and the local authority kept an eye on how those schools were run. Labour's decision to put a stop to this local funding of independent school places, with the Education Act of 1976, and to phase out the direct grant system, cut this link between local authorities and independent schools. A Conservative government, in the 1980s, reintroduced a system of assisted places but without I.E.A. involvement. The maintained authority education officer said: "We no longer have any reason to

know who is going where, so far as assisted places are concerned."

The funding of independent school places is no longer on the education committee's agenda. The occasional call on authorities to fund the private education of an individual child with special needs is now responded to as a private trouble rather than a public issue. And in any case, as one councillor put it, "in cases of special educational need, emotion overrides anything else - it is not a political issue."

Independent schools are far more varied than the popular private school stereotype of an academically-selective, single-sex, secondary school would suggest. There is a whole range of independent institutions - pre-prep and preparatory schools, single-sex and mixed schools, progressive and traditional, boarding and day - which coexist with the maintained sector of education. What does typify the independent schools is that each has a well-defined reason for its existence which is at the heart of its functioning.

The headteacher of an independent school has to be quite clear what his or her school is set up to do, and also knows that there is no cushion of "the Office" to lean back on.

The *raison d'être* of the school must be visible to the potential fee-paying parent: the school has to convince outsiders that it is a coherent institution, managed in such a way that consistency of purpose runs through the school.

Maintained schools may, and frequently do, have aims and objectives, but the basic reason for their existence is to enable a local authority to fulfill its duty to provide for the education of local children in a particular age range. It is sometimes only if a maintained school is threatened with closure that stress begins to be laid by those concerned with the school on what its unique contribution is to the pattern of local education. A school's need to survive is quite distinct from

its reason for existence. For any school to continue in existence three survival tasks must be continually tackled: ensuring a supply of pupils; acquiring and managing the services of teachers; acquiring and managing resources.

In the independent sector all of these tasks have to be addressed by the headteacher on behalf of the school in a way which clearly distinguishes the role from that of the headteacher in the maintained sector. There is little the headteacher of a local authority school can do to control the supply of pupils to the school, and as a manager of teaching staff the head's position is ambiguous in the extreme. Even when teachers are embroiled in industrial action, they are in dispute with the head, who can only stand by and watch the school's organization sink into disarray.

Does the image of an independent school which directs its own destiny appeal to parents? Interviews with parents who had used both state schools and private schools for their children's education showed that in some cases transfer to private education had been made precisely because the independent school seemed to stand for something more clear-cut than the local authority school, and to be managed in such a way that the school's organization did not belie the reality.

In local authority schools - even in the local authority primary schools which are often held to be the glory of the maintained sector - parents sometimes found that long-serving teachers, or factions of teachers within a divided staff, could effectively keep the plans of a headteacher at the level of mere words on paper. Independent schools, by contrast, had to deliver the goods.

Parents who have used both types of school for their children are, by definition, not ideologically or socially committed to either sector, in the way that political rhetoric might suggest. Most of the parents I talked with would rather have stayed in the public sector of education, if only

because they were already paying for this through their rates and taxes. Sometimes their use of the private sector was for just a few years of a child's school life, or only for one child in the family.

These parents were determined to exercise parental choice, with regard to their children's education. If choice was not available in the local authority's schools they were prepared to see whether a particular private school might meet their child's need, and reorganize the family budget accordingly.

For many years, lip-service has been paid to the importance of parents' wishes finding expression in their children's schools. The present Government seems to be working towards some measures which will give parents a real chance to demonstrate their views on the system of maintained education.

Parents are to be given a larger role on the governing bodies of local authority schools. And some city technology colleges are to be set up, run by "promoters" and registered as independent (but non-fee-paying) schools to which local families may apply. These colleges will have a large technical and practical element in their curriculum, and will perhaps be the precursors of other institutions with different but equally well-defined *raison d'être*.

In a theoretical discussion of response to declining organizations, A O Hirschman once suggested that "Exit" and "Voice" are the two main possibilities. Parents who are dissatisfied with the way maintained education is going may seize on the new governing bodies to use Voice. Perhaps it is more likely that the promise of the city technology colleges, not answerable to local education authorities, will promote thoughts of Exit. And families unable to gain a place in a CTC may think anew about the private sector.

At present, local education authorities have little reason to pay attention to the private schools with which they coexist. And headteachers of maintained schools feel they have little in common with their counterparts in independent schools. Parents, however, may stimulate a new awareness, among those of us who care about maintained education, that the private schools have not survived by chance.

Daphne Johnson is senior research fellow in the Department of Government, Brunel University. Her book, *Private Schools and State Schools: Two systems or one?* has just been published by the Open University.

Write now

Teachers should make their views known on the proposed national curriculum, says Anita Straker

There are increasing signs that a "national curriculum" is to be introduced whichever party wins the next election. What has not been made clear is what a national curriculum would entail.

In the White Paper *Better Schools*, published by the Department of Education and Science in 1985, there is the statement that a national policy "will be carried out through statements (such as the recent statement on science education in schools) issued by the Secretaries of State after consulting all concerned".

If what is proposed is therefore a national statement of curriculum policy, arrived at following consultation, and covering desirable aims, classroom practices, and responses of pupils, as well as the implications for resources and for the in-service education of teachers, then a national policy would, I feel sure, be generally welcomed by the teaching profession.

But what Mr Baker has now proposed is not a

national policy, but a national curriculum, comprising a number of age-related objectives effectively amounting to a national syllabus.

In December, speaking on London Weekend Television, the Education Secretary confirmed that a national curriculum taking the form of "bench-marks of attainment" would be imposed by law by the next Conservative government. He said that changes in this direction had already begun, and cited the feasibility study on attainment targets in mathematics at the age of 11 which is being carried out at King's College, Chelsea.

However, the Education Secretary would appear to have more in mind than attainment targets for 11-year-olds. *Better Schools* proposed objectives to be specified at the ages of 11 and 16, and HMI made an attempt to do this in their document *Mathematics 5 to 16*. The objectives were listed in an appendix, and were the most criticized part of this document, which otherwise received general approval.

In the London Weekend Television interview, targets for children aged 7, 11 and 14 were mentioned by Mr Baker (TES December 12, 1986), but by February, in his speech to the Young Conservatives in Scarborough, he was outlining "a plan for testing pupils in basic subjects at ages 7, 9, 11 and 14" (TES February 13, 1987). A headline in *The Times* (January 29) went even further: "Baker considering annual pupil tests in all state schools".

There is added confusion in that Mr Baker has so far not explained what he means by "bench-marks in mathematics". Last November, he stated

that in English, children of average ability should be able to read *Animal Farm* by the time that they are 12, or *David Copperfield* by the age of 15.

His referrals to mathematics have been much less explicit, although in his speech to the NUT conference in September 1985 he did say: "When I was at primary school I thought that the height of achievement was my mastery of the 7, 8 and 9 times table." Desirable though such mastery may be, if it became named as a bench-mark indicating the "height of achievement" at the age of 11, it could only have an adverse effect.

The Education Secretary may have been less specific about attainment targets in mathematics because there are a number of questions about them that need to be answered. Are bench-marks to be designed for children as individuals, or are they what 80 per cent of the population should attain?

The Cockcroft Report highlighted that for children at the age of 11 there is a seven year difference between the attainment of the most and the least able pupils. How will the entire seven year difference be taken into account?

If the bench-marks are not sufficiently comprehensive, the achievements of pupils will narrow as teachers, understandably, teach to the test. If the bench-marks are fully comprehensive, how will teachers find the time to administer them? And what will low scores on these bench-marks mean? If they are to be used to judge the performances of schools, will they be adjusted where, say, there are a number of bilingual children, or a high proportion with learning difficulties?

In Mr Baker's recent speech to the National Education Conference in January, he said: "It would be foolish to reject out of hand the idea of moving much nearer to the idea of a curricular structure which obtains elsewhere in western Europe. For my part, I am sure that we must so move... by establishing a national curriculum which works through national criteria for each subject area of the curriculum..."

... I should now like to hear from those concerned, both within the education service and outside it, where they stand on these matters."

His invitation was repeated, in his speech to the Society of Education Officers on January 21. "We should now move quickly to a national curriculum. By that I mean a school curriculum governed by national criteria which are promulgated by the Secretary of State but in consultation with all concerned - inside and outside the education service... I am very interested in the views of the education service and of its customers."

These invitations to the profession, to include views known to the Education Secretary, have been well publicized, and do not appear to have generally known. I would therefore urge teachers, both in primary schools and in secondary schools, to write directly to him, expressing their hopes for any reservations about a national curriculum based on age-related bench-marks.

Anita Straker is President of The National Association.

Review

Sexual Abuse of Young Children, Evaluation and Treatment. By Kee MacFarlane, Jill Waterman et al.
Holt, Rinehart and Winston. 0 03 910804 Y.
Dangerous Families. Assessment and Treatment of Child Abuse. By Peter Dale et al.
Tavistock £18.95. 0 422 60140 3. £7.95. 60150 0.

In the early 1980s six committed professionals met twice a month in Los Angeles to explore the then little-known topic of pre-school child sexual abuse. It is only more recently that the whole subject has received considerable publicity.

In January, a clause allowing children who have been sexually abused to give evidence on a live video link rather than in open court, was approved by the Commons Committee examining the Criminal Justice Bill. *Sexual Abuse of Young Children* offers a chapter specifically on the videotaping both of interviews in general and of court testimony. The experience of using a closed circuit television so that a child can give evidence in a location other than a court room is of immediate relevance. The chapter offers technical advice but warns of possible legal wrangles. For example, questions phrased to help a child testify may also be used by the defence to invalidate the child's allegations. If "anatomically correct" dolls are used to help children explain what has happened - as is now common therapeutic practice - defence lawyers may claim that the doll's suggestibility is leading to false allegations.

For those who doubt the truthfulness of small children, an early chapter looks at this issue in the context of child development. The authors insist that children cannot manufacture stories based on information they have not learned or experienced. Some readers may still want to dispute this, but few will reject the authors' assertion that the more detailed the evidence the more likely the child is to be telling the truth.

Two very practical chapters, by Shawn Conerly and Kee MacFarlane, offer detailed guidance to practitioners on methods of interviewing the children. Clearly it is a job neither for the faint-hearted nor the self-conscious. Suggested methods of making initial contact include wearing a mask or a funny hat, or even crawling into the room on all fours and sitting under the furniture. With young children pantomime can be a good beginning to the exploration of emotional pain.

The book ends with a chapter jointly written by the six main authors (there were another six contributors), which makes clear recommendations for assessment, treatment, professional response and training. What is missing is any mention of the feminist critique of the theory of the mother's collusion in father-daughter incest, and I would have liked more attention specifically

From Humanism to the Humanities. By Anthony Grafton and Lisa Jardine.
Duckworth £29.95. 0 7156 2100 9.
The Social Context of Literacy. By Kenneth Levine.
Routledge and Kegan Paul £18.95. 0 7100 9745 X.

Both of these books are concerned, in rather different ways, with the social use of education. That is, not simply (as the Levine title suggests) with the context or implications of institutionalized learning, but with the specific purposes which it can be made to serve. This is less so with Kenneth Levine's study of literacy (or the lack of it) in Britain, which combines slightly oddly, but certainly interestingly, an historical account of the development of a literate tradition with a survey of the practical problems of contemporary sub-literacy and the various programmes devised to remedy them. But Levine's admirably clear and lucid presentation seems always to rest on the assumption of that kind of sociological determinism which underpins so much of the social theory of education: that those forms of education develop which are required to fill (or protect, or reinforce) certain social needs. Or, in the strong form of the argument, to fill the requirements of the most powerful sections of a society.

It is certainly beyond dispute that innumerable examples can be cited which seem to be straightforward illustrations of such a conspiracy theory of education, but equally convincing instances of education (or its chief component, literacy) being used with systematically subversive intent could be cited as proof that education is inherently destabilizing to any existing ruling order. The most recent example in Western history is of course the Protestant Reformation. But I do not wish to present Levine's book as tendentious because, except in the most minimal sociological sense, it is not.

From Humanism to the Humanities, on the other hand, is a more substantial work. It opens with an introduction which identifies



Dangerous professionals

In the wake of the Jasmine Beckford report, and as a prelude to the report on Tyra Henry, Clare Roskill looks at the role of the social workers involved

on the preparation of children for giving evidence in court proceedings - an issue that seems likely to become increasingly relevant in this country. However, there is so much excellent practical material in this book contributed by its dedicated practitioner-authors, that it is churlish to be other than enormously grateful for it.

The setting up of the Childwatch telephone line has highlighted the fact that child sexual abuse can no longer be regarded as unusual. The specialist skills and experience to help the young victims hardly exist in this country other than at a few well known centres. The DHSS and health and social service planners clearly need to look urgently at the provision of services for sexually abused children throughout the country.

Dangerous Families is also written by a group of practitioners, this time working together in the

same specialized setting, the Rochdale NSPCC Child Protection Team. It contains some remarkable challenges to those working or training in child abuse of all kinds. Instead of the low morale and self-deprecation frequently encountered in social workers, these authors "take a good deal of satisfaction that no child who has returned home following a statutory assessment by our team, has suffered any further inflicted injury; and that virtually all of these families live satisfactorily in their communities without intensive long-term professional involvement". The Rochdale sample was small - 26 families, involving 60 children (victims and brothers and sisters), but 55 per cent were rehabilitated with their families, the remaining 45 per cent being found permanent substitute families. My one reservation about the success is that, as the authors themselves point out, but only in relation to other studies, success needs to be

measured in terms not only of lack of re-injury but also in terms of the children's subsequent quality of life.

Dale clearly describes the approaches his team uses. Gone is the emphasis on nurturing the parent and separating "care" from "control". Dale's team are unapologetically energetic intruders. They are involved in assessment after Care Orders have been made. They aim to reach decision, usually within three or four months, as to whether the child can be safely rehabilitated with the family, or whether the family is still too dangerous. There is no pussy-footing. I found the approach immensely refreshing and invigorating.

Nor are the methods of work any longer of the wishy-washy eclectic variety. They stem particularly from Minuchin's structural family change and the Gestalt work of Fritz Perls and followers. Concern with financial and material problems of families involved in serious child abuse is also missed as rarely of significance. I would have welcomed more discussion by the authors of this issue, given the amount of research that tells physical abuse and neglect to the lower socioeconomic groups. The NSPCC's own research unit shows, for example, the increase in unemployment among fathers of abusing families. Are the consequences of unemployment to be slightly dismissed?

Perhaps a more apt title for this book would have been "Dangerous Families; Dangerous Professionals". All professionals in this field are seen as seeking to meet their own needs, and Dale emphasizes quite rightly the importance of being available to them. (Dale has carried out surveys on professionals he has trained and found that 20 per cent have themselves been victims of child sexual abuse and 15 per cent of physical abuse.)

Dangerous professionals focus on material needs; work on a rule of optimism; accept implausible explanations; confuse families by using conflicting therapeutic models; have covert communication patterns; scapegoat other agencies; become either over-involved or too distant from the families; and finally, if they survive at this, become cinders relics of the well known process of burn-out. Dale offers the experience of network meetings (which he clearly differentiates from case conferences) as one way of examining the links between agencies, what they can offer and what families are prepared to accept. This is an important suggestion which is well worth further examination and discussion by agencies working in this area.

Dangerous Families provides very timely and practical material in the wake of Bren's Lamberth Beckford report and in the prelude to Lambie's Tyra Henry report.

skills with a set of received beliefs (whether they be humanist, liberal, authoritarian or pacifist) robs its recipients of freedom and offers them only orthodoxy.

But alas, this thread so admirably sketched out the outset, seems to have got lost in what is a perfectly worthy elaboration of the development of Humanism (training on the one hand, and on the other a much more pedestrian argument for the sinister nature of classical education as a proper bourgeois culture. The snobbery and exclusiveness of a classics education and its usefulness as a social code for the ruling classes, is a familiar enough story. It is both obviously true in its way, and obscures limited in its explanation of the attraction of classical esotericism as the subject matter for education. Being able to make jokes and literary allusions which only your social equals will understand is not the sole reason for studying remote civilizations and dead languages.

Grafton and Jardine puzzle repeatedly (but without sarcasm) on the assumption of humanist education that a study of the classics, or in contemporary terms, of the humanities, is somehow formative of character. What could possibly account for this bizarre assertion, they seem to ponder. How could such an artificial set of concerns and idealized situations possibly give rise to moral virtue? The philistinism of the question seems almost perversely geared to the point of the study of archaic cultures, dead languages or abstracted, idealized systems. It is precisely their irrelevance - their distance from immediate exigencies and practical applications - which gives them their purity, their value which is unsullied by present contingencies or pragmatic opportunism. Hence, the education with virtue: pure abstraction (or disinterested reasoning) transcends the morally explicated and gives its student a conception of timeless values, a conception which may allow him indeed, in any context, an educational system which replaces

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Capitalism and Apartheid. South Africa, 1910-1986. By Merle Lipton. Wildwood House £8.95. 0 7045 05177. South Africa: background to the crisis.
By Michael Attwell. £14.95. 0 283 9570 7. £9.95. 99 371 5.
South Africa: A different kind of war.
By Julie Frederikse.
James Currey £6.95. 0 85255 3013.

The problem with South Africa is that it is all so simple. A united white minority is determined by every means at its disposal to cling to power and privilege and to ignore the legitimate claims of a united black majority. It is racism writ large in statute and in practice in a world in which racism is the first, and probably only, deadly sin.

Moreover, the saints and sinners in this scenario are so easy to identify: White South Africa using its authoritarian might against black schoolchildren who are waging a brave, but ultimately winnable, war against their oppressors. This, at least, is the picture Julie Frederikse presents in a collection of Press statements, interviews, graffiti and pamphlets, reflecting the views of all the combatants in her "different kind of war".

If one takes Miss Frederikse's mélange of source material at face value, the solution to the problem is also simple: both morality and political wisdom demand that Western Governments "get on the right side of history" and express their profound revulsion by aligning themselves with the oppressed. The best tool to hand, short of sending in the Marines, is to impose punitive sanctions against South Africa in the hope that they will bring its obdurate rulers to their senses, if not to their knees.

Sanctions are certainly Michael Attwell's weapon of choice, one based on his bravely confident prediction that the whole bloody business is going to be over in about seven years. After this suitably Biblical passage of time, White South Africa, according to Mr Attwell, "will wake one morning to find that power has slipped from its hands". Black South Africans, and more specifically, the African National Congress, will become "masters in their own house". Sanctions therefore are a vital instrument to demoralize whites, shorten the struggle and demonstrate Western support for the ANC.

Ignoring the self-fulfilling prophecy inherent in his thinking, the argument, if original, has the twin attractions of passion and simplicity. But is the situation as simple as Mr Attwell's conclusion suggests? Not if one accepts his own intelligent and largely intelligent analysis of South Africa's complex history of conquest and oppression. And simple answers applied to complex problems merely postpone solutions, as the world has discovered to its cost in the Lebanon, Ulster and South East Asia, anywhere in fact where ethnicity has defeated the prescribed panaceas of Western institutions.

As a post-sanctions South Africa retreats behind the barricades of a siege economy and an embattled government cries halt to a reform process, which members of the public are freely admitted, and which can be freely connected with the word "publicizing", and this explains the decision of the dictionaries to decide in favour of the former word.

On the other hand "openness" has many meanings in English, such as "frankness", "sincerity", "directness", and these synonyms are not in themselves convey what is properly implied by *glasnost*. "Publicity", too, has a misleading commercial ring about it (to translate the Russian word, as if it was more or less an equivalent for "advertising").

The truth of the matter is that there is no exact one-word equivalent for *glasnost* in English, because it combines both "publicizing" and "frankness", and the decision to settle for "new", and the decision to settle for "openness" as a result of compromise is a good example of the difficulties faced by translators when they need to find a complex concept. Sometimes it is not so easy, and one has to settle for a near synonym, and be content with a word which does not convey all the overtones of the original.

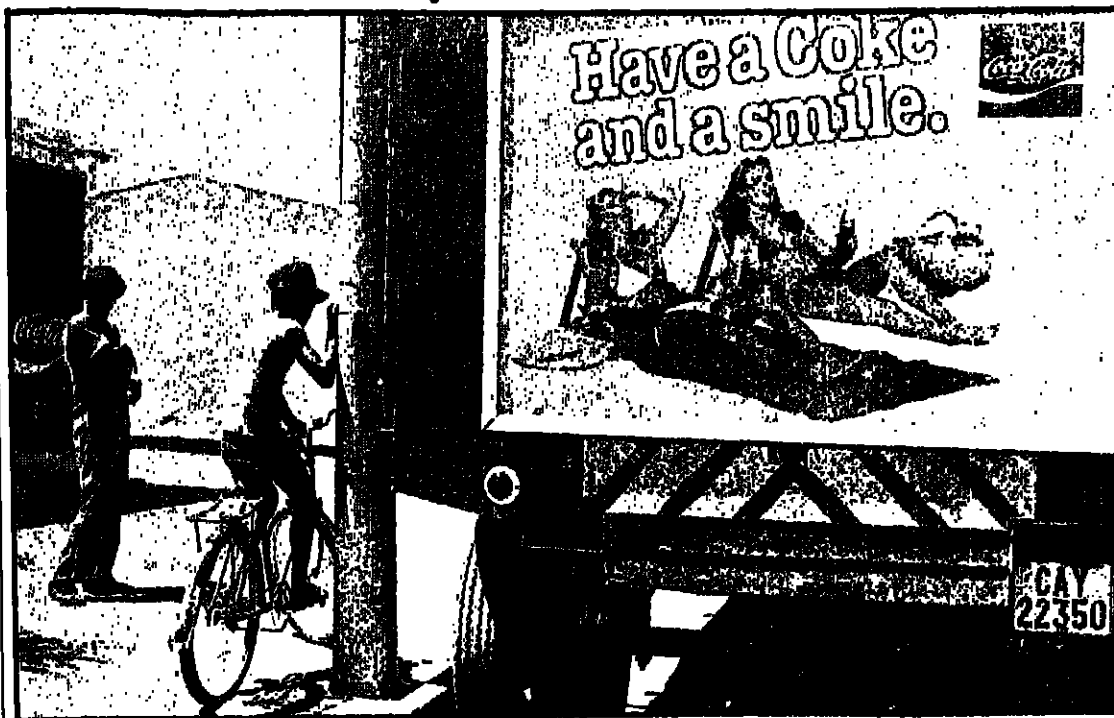
The Hitler End by Emanuel Lee (Penguin £7.95), an enthralling study of the Boer War, vividly captures the essence of the conflict, principally through a superb, if at times disturbing, selection of photographs, and private letters. It is a study of the ideologies of the

Heinrich Himmler and his followers, as all major disasters and accidents have been, then fully reported, *glasnost* has become a familiar word in the press. It is usually translated as "openness", and implies a now willingness on the part of the Soviet authorities to admit to faults and failures within the system. A reader of the *Daily Telegraph*, however, recently complained that any Russian dictionary he consulted whether published here or in the Soviet Union, translated *glasnost* as "publicity". So is "openness" really the best English equivalent?

Most Russians will associate the word *glasnost* with a legal sense, and in particular to the so-called *glasny sud*, sometimes translated in English as "open court". This is actually a public hearing of a criminal case, and is to

Sanctions: the case against

by Fleur de Villiers



begin when economic growth had weakened ethnic fears and the solidarity of the Afrikaner tribe, there is every danger that attempts to trivialize the issue could yet propel it in the direction of Ulster and the Lebanon, with disastrous results for the entire Southern African subcontinent.

Indeed, Mr Attwell's book, completed before the first tranche of punitive anti-apartheid sanctions was delivered late last year, is already beginning to look a little passé. There is today a growing unease sense in Western capitals, and particularly in Washington, that the South African issue is not quite as simple as the sanctioners thought and that a complex situation might demand a more complex set of responses if any solution which does not reduce the country to yet another African basket case is to be found.

Which is where, amidst all this righteous emotion and self-fulfilling prophecy in a field which seems to produce more instant books than a Royal Wedding, serious South African scholars turn with a sense of gratitude and relief to Merle Lipton, who has now produced a 1986 epilogue to a book which had already stamped her as possibly the most dispassionate and hence most accurate analyst of the South African scene.

In *Capitalism and Apartheid*, first published in 1985, she comprehensively dispatched another myth about South Africa and its east of Africa. It is Marxist doctrine, now widely accepted in non-Marxist circles, that capitalism is the handmaid of apartheid. South African capital, so the argument goes, needed a vast supply of cheap, docile black labour to secure its profits. Apartheid which deprived black labour of both its skills and mobility

was the best tool to hand; ergo big business was the real villain of the piece, manipulating Afrikaner Nationalists to achieve the oppression of the blacks.

Once again, the argument has the deceptive virtue of simplicity and it has an even greater attraction for Marxist theorists. For, just as apartheid in its original sense is disappearing from the statute books, they can switch targets to the real enemy: capitalism. Class, not race, thus becomes the crucial divide in a fractured society and reform, whose real aim is portrayed by Marxists as an attempt to incorporate a black elite into South Africa's economic and government structures, can be emasculated the revolution. The argument, beguiling for those whose need to see all oppression in terms of class warfare, is so strong that they will happily distort the past to make it fit their vision of the future.

South Africa's contemporary history, however, is not so easily rewritten. And that history, as Merle Lipton reminds us, contains two indigestible facts which Marxist theorists conveniently ignore. It was the white labour unions, marching to the South African Communist Party slogan "workers of the world unite and fight for a white South Africa", which forged an unholy alliance with apartheid's ideologues to protect the privileged position of white workers and it was pressure from English-speaking and Afrikaner capitalists, which began in the late 1970s to collapse the struts of the apartheid edifice.

The reasons were not hard to find. Apartheid was not conceived primarily as a means for oppressing South Africa's black majority, but as a tool for the social and economic protection of the

Afrikaner, particularly the worker who had most to lose from black competition and the farmer who had most to gain from black poaching. The costs of apartheid - and they became enormous as it spawned a vast and expensive bureaucracy, produced a crippling shortage of skilled workers and an expensive and selective white labour aristocracy - were transferred to the country's capitalists. A government whose constituency was based on Afrikaner farming and labour interests, however, could afford to ignore protest from the largely English-speaking business community until profound economic and demographic change began to diminish the voting importance of white workers and farmers and to produce Afrikaner capitalists who were less concerned about competition in the workplace than they were about profits and costs. There is little doubt that the changes which have been wrought in the apartheid state in the last 10 years - from the dismantling of job reservation to the abolition last year of the infamous pass laws - were brought about because of the pressures of economic growth, the growth of Afrikaner capital and the resulting shift of interest of a substantial element within the ruling oligarchy. As Miss Lipton observes in her original conclusion to *Capitalism and Apartheid*, it is easier to forge alliances based on ethnic rather than class lines. Ethnicity, however, does not provide an inevitable nor sufficient basis for political alliances. When people are forced to choose between ethnic and class interests, ethnicity does not inevitably prevail.

Nevertheless - and it is here that Miss Lipton foretold subsequent events with unerring, if unhappy, accuracy - people are willing to sacri-

fice economic interests if their security is threatened. And security threats intensify group feelings.

Which brings one to the 1986 epilogue to *Capitalism and Apartheid*, in which Miss Lipton reveals how within a few short months that particular theory became fact. White security fears were indeed fanned both by black demands to "smash the system" and by the fact that the ruling oligarchy had received little credit for the reforms it had initiated. The result of an interaction of internal and external pressures was a dangerous increase in the political temperature, authoritarianism and a retreat into a beleaguered siege economy.

International reaction, she claims, had deprived the reformers of the rewards and responses they could point to as an argument for further change. Instead the chorus of condemnation contributed to the white backlash and a hardening of those Afrikaner tribal ties which the growth of Afrikaner capitalism had begun to erode.

Many whites in South Africa today are prepared to live in a non-racial society. The problem, as Miss Lipton points out, is how to get there safely. That essential sense of safety is not assisted by a world which perceives punishment as the only remedy. Acknowledging that the dynamics of international politics will not permit a respite from further sanctions, she nevertheless hopes that the experience of the last few years will lead to more awareness of the limits and dangers, as well as the possibilities of external pressures, particularly of the need to gear them more closely to internal developments. "This would require a more differentiated policy, which sends clear, consistent signals that respond to good, and react to bad, behaviour."

"External pressures have the capacity to make the situation worse as well as better. They are not a simple straightforward alternative to violence. They may harden attitudes, complicate or impede negotiations and even intensify violence. Nor should this be rationalized by the dangerous fallacy that, because the situation in South Africa is bad, it can get no worse. South Africa has a functioning economy that feeds, clothes and educates millions of its citizens. Moreover it cannot be doubted that both sides - black and white - have an enormous capacity to unleash much greater violence."

It is this prospect that provides the incentive, "indeed the moral duty", to pursue the difficult and now often unpopular role of nurturing the diminishing possibilities of reform and negotiated change that still remain. It is doubtful whether the world will heed Miss Lipton's challenge. But it cannot afford to ignore the incontestable evidence here assembled that capitalism and economic growth was the solvent which eroded both apartheid and the Afrikaner tribal glue which held it in place. It is more than a little ironic that the chosen international solution to the South African problem is to deny it further economic growth and thus ensure that (pace Mr Attwell) the desired transition to a non-racial state will be neither peaceful - nor soon.

lingo

Glasnost

Ever since the Chernobyl disaster, at first concealed by the Russians, as all major disasters and accidents have been, then fully reported, *glasnost* has become a familiar word in the press. It is usually translated as "openness", and implies a now willingness on the part of the Soviet authorities to admit to faults and failures within the system.

A reader of the *Daily Telegraph*, however, recently complained that any Russian dictionary he consulted whether published here or in the Soviet Union, translated *glasnost* as "publicity". So is "openness" really the best English equivalent?

Most Russians will associate the word *glasnost* with a legal sense, and in particular to the so-called *glasny sud*, sometimes translated in English as "open court". This is actually a public hearing of a criminal case, and is to

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BOOKS

'Thoughts of Mother, Eton and you'

The Old Lie: The Great War and the Public-School Ethos. By Peter Parker. Constable £15. 0 09 46980 5.

The subject of Peter Parker's *The Old Lie* is of perpetual interest. We will surely never stop worrying at the extraordinary contrast between the golden aspirations of clean-limbed youth, a touching amalgam of the medieval and the classic, which hung about the public schools in the years before the Great War, and the Flanders mud which was soon to kill so many: on the one hand the impending noise of gunfire, on the other the "sweet crack of bat on ball". How could anyone have thought that such a war could be won on the playing-fields?

Many did. But Mr Parker is not the right man to explain it, because, despite much homework, he never really tries to understand it.

The ideals of loyalty, honour and "good form", the submergence of self, the captain's hand on the shoulder, the homoerotic passions, the mixture of culture and philistinism, the quaint, naïve argot of the public school man, all these things are so alien to him that he can only puzzle or jeer, sending unfriendly adjectives whizzing like bread pellets. Greece and Rome have sunk, like Atlantis, without trace: Mr Parker knows them not. For a clever boy, he says, composing Greek epigrams "became a graceful accomplishment, rather like his sister playing a piano sonata." (Roll over Simonides.)

His general argument is that, since no rational young person could possibly have seen the world in this way, there must have been a conspiracy. The youth of the nation, or at least the middle and upper-class parts of it, must have been got at.

The author therefore identifies two classes of villain: first the generals, who sent appeals to public school heads asking them to beef up their



'A bumping pitch and a blinding light...'. Cricket at the Front, 1915.

military training in preparation for the conflict; second, the ever-culpable media. Northcliffe's *Amalgamated Press* betrayed a "blatant" propagandist intention. Then there were the *Boy's Own Paper* and *Chums*, whose artwork mingled drawings of sports equipment with Union Jacks, and whose letterpress was infested with injunctions to "play the game", the game being as much the game of war as the ones played on winter or summer pitches.

But the argument does not fully convince. To support it Mr Parker has to go to the generalities, or to the use of the passive voice. A healthy rivalry (the epithet is ironic) "was promoted" (by whom?) between school houses.

Imperialism "became invigorated" in the public schools. "The officer class had been indoctrinated (my italics) within the public schools with a set of ideals and notions of leadership which could easily be exploited (mine again) in a war." The beastliness of modern warfare "was suppressed."

"Some critics" felt this or that. "People like Ruskin and Kingsley" (and who else?) fed Christian Socialism back into the universities. "Other writers" (who?) were appalled by *Stalky & Co.* And religion was "a necessary camouflage" for self-interest.

Surely it was not as simple as that? The unthinking chauvinism which took whole armies of scarcely-bearded

youths into the trenches of 1914-18 was, in the end, a terrible blasphemy; we all know that now. But those deep feelings were not to be switched on by a handful of brasshats and newspaper barons. The current was strongly flowing already.

How was it, though, as Mr Parker records, that an Old Etonian could write to his best friend: "I think my last thoughts in this world, whenever I die, will be of Mother, Eton and you... The love of Eton is like one's love of England, always" (He died a few hours later with the name of his old school on his lips). If there was a villain it was the curriculum, hidden or not-so-hidden, of the public schools themselves. Headmasters were just as sensitive to the market then as they are now: they were only reflecting, with admirable or deplorable efficiency, that elusive thing, the mood of the times. No need for camouflage.

None of this is to say that *The Old Lie* is not worth reading. In fact it is quite gripping, not least for its lavish quotations from contemporary Newboltian verse and its extracts from old school chronicles.

Mr Parker has some nice touches. "The effective neutralization of the Classics by the constant application of Christian principles," he writes, "rather like spraying the roses for greenfly." He is good on the disillusionment which produced the best war poetry, and on the surprising survival of pre-war attitudes long after the Armistice.

One of his more interesting suggestions (though not an original one) is that in an arcane way the victims of the Great War lived as though they knew they would die young, even before anyone supposed that the war would last more than six weeks. The whole thing, in other words, had a poetic inevitability. But that is hindsight; and to the good historian hindsight is forbidden.

Nicholas Bagnall

Walking on water

Secondary Headship: The First Years. By Dick Weindling and Peter Barley. NFER-Nelson £10.95. 0 7005 1071 0

Secondary heads are very much in the news. Mr Baker proposes to give them more control over the conduct of their schools, though how he can resolve this with the inconsistencies of central direction and parent power is not immediately clear. And we have HMI's word for it that the main influence in creating that elusive entity "the good school" is the character and quality of its head teacher. Is the converse also true? Certainly there are many anxious to find out. Latest in a growing list of research studies on the nature and nurture of our head teachers is this survey from NFER, and it makes good, instructive reading.

Two hundred and thirty-three secondary teachers were appointed to their first headship in 1982/3. Weindling and Barley secured questionnaire data from 188 of them - 163 men and 25 women - par for the course and extended interview data from a randomly selected 47. Sixteen of these, all in comprehensive maintained schools, agreed to be case-study guinea pigs. They were watched and questioned over the first two years of the job, and so by way of confirmation, were their teaching colleagues. Spokenmen for their governors and their L.E.A.s were asked for their impressions, and a random sample of "old" heads (at least three years in post) was surveyed as

comparison and control. The result is a highly convincing overview of the challenges and problems of headship, and especially of new headship, over a two-year period that was critical both for the anonymous contributors and for our schools in general.

We learnt quite a lot about the class of '82. Statistically speaking, they were 41.8 years old on appointment (if they were male) and had taught for 18 years. Most of them had been a head of department (for six years) and then a deputy (for six years), and 87 per cent of them were male. The women were slightly older on appointment; no other significant difference emerges in the survey. The great majority of new heads had moved schools for their headship and the research data indicates that this was probably an advantage. Most of them had received some sort of training for headship, though the most valuable training was what they gained as deputies while their own heads were on management courses. They were less critical of the selection procedures they had undertaken than the researchers expected; presumably they were still impressed by the wise judgement of their interviewers in selecting them. They were very critical of the post-appointment induction (usually none at all) they had received.

In spite of this they had come to their new posts bright-eyed, with clear ideas for change. Two years later, a certain weary caution had supervened: change had been harder to achieve than they expected, and very hard to evaluate.

They had experienced, more sharply than the "old" heads, the painful tensions inherent in the comprehensive school, and the problems of falling rolls and diminishing public support; they had experienced the professional and personal isolation of the head, and the absence of any informed and objective support or mentorship. They had felt the distaste that comes of appealing for resources, and the frustration of failing to achieve them. All this is directly and vividly described: this, and the pressure of each day, is what comes across most clearly. So does their calibre as individuals: the arrogance of the respondent whose vision of what to do and how to do it ("I had to provide the institution with a philosophy - and a wallop. I had to hit them while they were down") was the exception rather than the rule. Which was just as well, for it brought upon itself a brace of grievance procedures.

In all of this, perhaps, there is a hidden message. Most of the heads we encounter in these pages tended to blame other people for the difficulties they found. (Significantly, they placed personnel management high on their list of training needs, and resented what they saw as less than wholehearted L.E.A. support.) And we have all felt like that. Yet the real difficulty lay often not in people, and not so much in the exercise of headship as in its nature. "Can he walk on water?" is the title of the chapter that deals with the reactions of teachers to the new incumbents, and it neatly conveys the

problem. It is as though everybody involved - including the head himself - has a perception of headship that is subtly at variance with the realities of the management of a school. The teachers look for charisma and confidence, and Olympian remoteness (especially from the students); loyalty to the club that is the school; and a heavy custodial hand. The head has to carry the burden of these expectations, the assumption of infallibility, and the exposure of the podium too. For every head who says "I see myself as charismatic; consultative, manipulative at times", there is one of whom his colleagues say "He should be on the bridge, the captain of the ship. But where is he? Down in the stores, trying to sort things out." There is more than a suggestion in these pages that role conflict is the root of the problem, and that when heads insist on teaching, as they so often do, they are thinly rationalizing their need for respite from the tension. There is something here that it will take more than training to resolve.

All this is valuable and thought-provoking, well worth reading by heads and deputies, aspiring or in post, and by those who train them. It is full, too, of reassuring insight, advice and commonsense from the heads lay often not in people, and not so much in the exercise of headship as in its nature. "Can he walk on water?" is the title of the chapter that deals with the reactions of teachers to the new incumbents, and it neatly conveys the

Michael Duffy

For adults

Teaching Adults, by Alan Rogers (Open University Educational Enterprises Ltd £20 and £5.95). Alan Rogers offers a handbook for providers, lecturers and teachers who need help in designing and promoting educational opportunities for adults and teaching them.

Despite covering the whole gamut of

the characteristics of adults as learners, of learning, of teaching (content and methods), evaluation and participation, and including a useful bibliography in 200 pages, it manages periodic little above the rudimentary, and has some sharp thrusts about what not to do. It is more a first-light reference book than a good read - a pity some of the hand-drawn and lettered diagrams are rather fuzzy.

Norman Evans

CHILDREN'S LITERATURE

Different Dragons. By Jean Little. Viking Kestrel £5.95. 0 670 80836 9. Adam's Common. By David Wiseman. Blackie £7.95. 0 216 92098 1. So Far To Go. By Rhodri Jones. Andre Deutsch £6.50. 0 233 98026 1.

If you hanker for that old adage by which the novel ends up bigger than the novelist, don't linger here. These three books are strictly standard-size. What they offer is the reassurance of familiar territory explored in familiar terms. In each case, in fact, the territory is much the same: how to cope with a heart that's not in the right place - the right place being the situation the central character has just left.

For Ben, in Jean Little's *Different Dragons*, the disruption is temporary but still keenly felt. He's on his feet, trip away from home, a weekend to be spent with an aunt he's never met who's all the more daunting because she's a celebrated writer of children's books.

"He'd seen Aunt Rose's books in the bookstore and in the library at school. Mum had read some of them out loud to him. They were great books, filled with magical adventure

Which is exactly what Ben can do without since his disposition is still undetermined. The conflict between his nervousness and the gentle but persistent demands Aunt Rose makes on it reveals to Ben that dragons come in a variety of forms, not all of them beyond defeat. It's a deft reminder that domestic front isn't just where accidents happen but also, at least when you're Ben's age, where most growth goes on. According to Jean Little this message comes to us with the help of Sam, her talking computer. Fair enough, but why was he allowed to draw the drab, lifeless illustrations apparently unassisted?

Adam's Common, by David Wiseman, handles itself with a plot so routine it suggests tongue-in-cheek. This is one where the wicked development is foisted from despoiling the last stretch of greenery in an otherwise urban sprawl by the last-minute discovery of a document bequeathing the local leafiness to posterity. There's a time-shift device, too, when Peggy from Boston, USA - gets some ghastly guidance in her investigation.

"She stared at the sketch. There was something magical to it. She stared again. Not only had she drawn the house, as it must have been, but at the door of the house, looking out at her, sketched in a few deft lines, was the figure of a boy. Peggy's pencil picks out far more than the house's history. It charts the shift in her affections from new world to old as she becomes more and more involved in her subject. This is the best magic of a book which, however pedestrian, is never less than amiable, and often genuinely moving.

There's nothing very amiable about *So Far To Go*, a saga for the looser secondary age-range, written by Rhodri Jones. Robert Leeson on top finiteness of Robert Leeson on top form. He has the same ear for one standard speech, too: "But what about you?" "I'm asked. Vincent gave a snort. "They don't bother consult me. I'm the youngest. It don't matter what I think."

It's much to Jones's credit that he makes so believable the friendship between Ian, displaced from Glasgow to London, and Vincent, soon to be displaced from London to London, as believable, at any rate, as we read it, as the friendship of two boys who are almost middle-class. Of Hill street even Tucker Jones would be at risk. Rhodri Jones knows as well as Jean Little, and David Wiseman that life can be what you make it. But he also recognizes it can break, you.

Chris Powling

Word Play: Language Activities for Young Children and their Parents. By S. W. Wendland et al. NARE Publications, Central Office, 2 Lifford Road, Stafford ST17 4 JX.

There used to be a shelf in high street bookshops laden with crammers for 11-plus exams, or to be more precise for their parents. Anxious mothers would cluster around the stacks of dull workbooks to pick out the next set of graded exercises which they believed would boost or compensate for the work of their children's schools. No body could blame them for wanting their children to succeed, but it was depressing to see reflected the view that payment for "education" would somehow guarantee success.

The worst of the materials under review, all of which are designed for parents and children to work together, at home, is that that mentality, and play upon the current anxiety (fostered by ill-informed media comment and politicians about the lack of basic skills) teaching in primary

Home help



Usborne's Simple Readers. By Anne Chavard and Stephen Cartwright. Usborne £2.25 each.

Oranges and Lemons. Levels 1, 2, 3. Basil Blackwell. Packs of six £6.95. Levels 1 and 3; £6.25 Level 2.

Step into Reading. Levels 1, 2, and 3. Corgi £1.50 each.

Reading is Fun. Collins £1.75 each.

Let's Read Together. By Mary Hoffman and Leon Baxter. Macdonald £2.95 each.

Red Nose Readers. By Allan Ahlberg and Collin McNaughton. Walker Books £1.95 each.

There was a time, not so long ago, when parents were kept out of their young children's early experiences with literacy in case they taught them wrongly. Now that educationalists have accepted Frank Smith's formulation - "They learn to read by reading" - the importance of reading at home is recognized, and publishers are rushing to put suitable books in parents' hands.

Some are less suitable than others. I was saddened by what I feel to be a mistake in the design of Usborne's Simple Readers; they are splendidly conceived to be about real life and work - a typical title is *The Builder* - but they are also full of gender stereotyping, and the cartoon format, with the use of many speech bubbles, seems to produce a very crowded and busy page which could confuse.

The focusing of these readers on the world of work exemplifies a trend towards hard information in early readers. Blackwell's new series, *Oranges and Lemons*, presents, at each of three levels of difficulty, a set of storybooks and a set of information books. The Level 1 *Lemons* - the information books - are quite admirable, presenting a lot of facts about

particular groups of creatures in a jolly, conversational tone to ease the transition from spoken to book language. Level 2 moves the reader on quickly to earth sciences, where the quite difficult text is well supported by Norma Burgin's powerful illustrations. The fourth book in the series is *Age of the Dinosaurs*, and it is interesting to compare this with the Step 2 book in Corgi's Step into Reading series, *Dinosaur Days*. Both rely on many children's passionate interest in dinosaurs to enable them to cope with the hard names of these beasts, though Corgi's Joyce Milton also carefully explains the meaning of most of the names. The Blackwell's books are actually designed for school use, but it will be a pity if parents cannot obtain them.

Both of these series are scrupulous in separating and grading their levels; Reading is Fun from Collins is less specific and there is no way of knowing, other than by opening the book, whether you have an easy Suss-like book with one or two lines to a page, like *There's No Place Like Home*, or a much more dense text like *The Lost and Found House*, which requires a much more sophisticated reader. Other series depend on maintaining a single level. Macdonald's Let's Read Together series is about an ordinary family doing slightly out-of-the-ordinary things, like having a picnic in their own house, and all the stories are at about the same level of difficulty. Leon Baxter's witty pictures make them good reading trainers in more than one way, since they give additional and sometimes contradictory information to that contained in the words, and so encourage speculation and the understanding of subtext.

Of course, readers made by people who also make less directed picture books are likely to be better than most. The name of Allan Ahlberg on the covers of Walker's Red Nose Readers gives assurance that they will be funny, lively, anarchic and irresistible. Here, too, the pictures tell extra stories: consider the circularity of *Blow Me Down!* - as perfect as a Donne crown of sonnets. These wonderful little hardbacks usually end with illustrated lists of some of the words which have appeared in them. It is hard to imagine better first reading books.

Audrey Laski

15 minutes a day

Learn At Home: Improve Your Reading Skills 1-4. Basic Spelling Practice Books 1-4.

Longman £1.25 each.

Sicker Story Books 1-4.

Piccolo £1.95 each.

Practise Together: WordSkills 1-4. 330 29133 X / 29154 X / 29155 X / 29156 X.

Grammar 29283 X. Punctuation 29295 X. Learning Skills 29312 X. Spelling 29296 X.

Piccolo £1.25 each.

Learn Together: Junior Language Work 3.

Piccolo £1.75. 0 330 29151 3.

Word Play: Language Activities for Young Children and their Parents. By S. W. Wendland et al.

NARE Publications, Central Office, 2 Lifford Road, Stafford ST17 4 JX.

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ENDPAGE
English history
reviews on page 30

BOOKS IN CLASS



Different story

Story Chest Junior Reading - Programme Stages 8, 9 and 10. Arnold-Wheaton. Available as separate titles or in sets at £11.45 each stage. 0 560 08889 2 / 08899 X / 08899 0.

The appearance of a huge new batch of Story Chest titles is a mixed blessing. The earlier books were welcomed as providing a real addition to the reading shelves of classrooms, some nicely produced Big Books and a way to combine book-based approaches to reading with a familiar framework of stages.

But a reading programme which had learnt its own lessons well would not be expanding up into the junior school like this (and certainly not as far as Stage 14). The pedagogical implications of the series are, after all, that readers can engage from an early point with satisfying stories, drawing the support they need from other factors than controlled vocabulary, simplified language structures, or a stock cast of characters. It ought surely to follow that children could be reading outside the scheme from the beginning, and that the transition to a reading programme entirely based on good children's books should be an easy one.

A detailed look at the new titles in Stages 8, 9 and 10 shows that this development is more than theoretically questionable. These new books bear very little relation at all to the earlier contents of the series. They imitate some of the features of the previous titles - there are for instance several books in rhyme, including one or two tedious verse plays (*Wash Day Fun*, for one). But whereas the early Story Chest books in rhyme go with a swing, in these later titles the rhymes fall into place with a dull clunk, and are the saddest doggerel. Early books had humour, variety, highly patterned stories with strong folkloric influences, and above all talented writing. The later books are unrecognizable as coming from the same source.

A simple bit of bibliographic detective work shows why this is so. Story Chest Stages 1-7 originated in New Zealand and were first published there in 1981. The inside covers give the names of the writers of the first books, who deserve much more prominence. Certain names appear frequently.

Further reviews and articles in this week's Reading Extra, pages 45-52

Dazzler

Bright Ideas Teacher Handbooks: Reading. Scholastic £6.96. 0 590 70691 8.

The *Bright Ideas Teacher Handbook on Reading* is certainly bright enough on the outside. The jazzy coloured cover is dazzling, and announces the publisher's intention to make a really snappy book on reading, accessible to a wide public of teachers, and to invite practising teachers, rather than academics, to summarize the current state of thinking in this area. All the authors are teachers with current, or recent and substantial classroom experience. It is therefore disappointing that they have not written more directly out of that experience, but have instead pitched their contributions at quite an abstract level. More sensitive editing would have encouraged contributors to make much fuller use of anecdote and real-life example. Liz Waterland, for instance, whose small pamphlet *Read With Me* (Signal) has perhaps done more than any single recent publication to help us to think about reading in practical terms, has a chapter on "The Apprenticeship Approach" which, although well written, and full of useful advice, lacks the authentic flavour which made the book so particularly convincing. If I were to pin-point what seems to be lacking in this and other pieces it would be first stories - a sense of the real experiences which obviously lie behind much of this valuable advice - and second tentativeness. The consistently up-beat tone of the contributions suggest that we now know all we need to know about reading - and that kind of certainty can be an obstacle to further learning.

However, the first part of the book is a good buy, with useful sections on reading policies, shared reading, involving parents, and assessing books. The second half is a different matter, and this points to a lack of coherence in the overall planning behind the book. While the editors concentrate on approaches to reading which stress the key role of real books, they hedge their bets by including chapters on testing and phonics which are written out of completely unrelated positions to the places at the front of the book. Phonics games predominate in the pages at the back of the book which are copyright-free resources; in a book which on the whole takes multicultural issues seriously it is amazing to find, what is more, that "i" is for igloo, and also for Indian (with full feathered headdress).

Myra Barrs

The illustration is from *Friends and Neighbours*, one of two new titles by David Raes in Arnold-Wheaton's Selection Box series. The books are designed to complement Stages 8-20 of Story Chest (£1.95 each).

M B

FOR TRENTHAM BOOKS

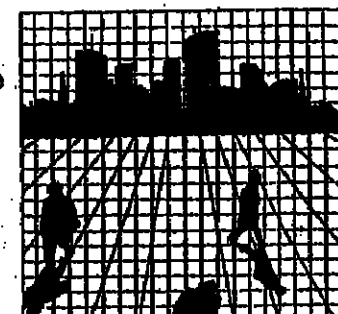
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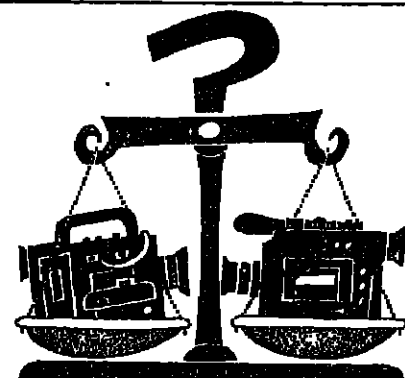
ARTS

in Robin Büss

RESOURCES

Hard times

When budgets are slim, how should schools decide whether to buy software, books, or visual aids?
Liz Heron found a source of advice in Hounslow



How do teachers weigh up the rival merits of books against software or hardware, in these straitened times? A persuasive presentation of the BBC's Domesday Project and its interactive video technology at a visual aids centre in Outer London set a number of them wondering about the claim that every school should have one.

The Visual and Aural Aids Teaching Centre in Hounslow serves the seven Outer London boroughs (1,000 schools in all as well as FE colleges), and the Domesday session, which gave teachers and librarians the chance to try out the system for themselves, was one in a series of special events organized for the Spring term. Teachers could also see a Telesoftware demonstration and view recent additions to the video library in sessions geared to different subject areas.

Help is available here on a day-to-day basis. A regularly revised price list of recommended equipment and audio-visual resources is circulated to schools and teachers' centres, covering everything from adaptor plugs to video cameras. Teachers can telephone for information, whether to compare features on prospective major purchases or ask what kind of lead they need to link up two VTR machines. Someone took the opportunity to ask what was new in cassette recorders for language teaching. He was advised to fix a time to drop in and take a look.

Visits to view and try out equipment in the mini-studio are open by appointment to advisers, head teachers and

classroom teachers. Local teachers tend to make most use of the centre for these personal visits but special events are attended from further afield.

For many teachers, problems to do with using equipment feature most regularly. Training sessions provide practical experience in the use of overhead projectors, photographic equipment, VTRs and video cameras. Many teachers are at a loss when it comes to threading up a film projector, even though that basic level of knowledge might be taken for granted in these days of high-tech. Information packs are produced for probationer teachers; these have to be ordered by the borough advisers. There are also a large number of free information leaflets on all aspects of audio-visual equipment.

The Centre has been in existence for more than 20 years, dating back to pre-Greater London days, when Hounslow was in Middlesex. Paradoxically, as audio-visual technology has become increasingly sophisticated and a part of classroom life, there has been progressively less money available for staff.

The budget now allocated for capital and staffing costs allows £1.10 for every school child in the seven boroughs, which represents a gradual erosion in real terms over the last year or two. Cut-backs in the early Eighties substantially reduced staffing, and when Wendy Richardson was appointed adviser four years ago her previous job as assistant adviser was left unfilled, halving the teaching component at a stroke.

Total staff numbers add up to six full-time and six part-time, which includes technical, administrative and library posts. They are stretched to provide a wide range of services.

One of the most popular is the free video and 16mm film library. Over 600 titles are on VHS cassette and more than 1,200 on film, taking in the entire curricular range. Catalogues are available by subject area. The Centre operates a weekly collection and delivery service to schools and last year circulated a total of over 17,000 titles.

Also on offer is an emergency recording service. All television and radio schools' programmes are recorded, so that teachers who miss a particular broadcast or forget to record it can order a cassette with up to two programmes on it, at a charge of £3.50. Television recordings are held for two weeks, radio for six. Radiovision records are stored over long periods for teachers' convenience.

Last year there were over 3,000 telephone enquiries. Some of these, followed up by Wendy Richardson, led to workshops in schools and teachers' centres - a total of 57 in 1986. Wendy Harrison also visits schools on request, although as the Centre's only teaching staff member she has to reconcile a variety of demands on her time.

With money for schools in short supply, teachers can benefit greatly from the Hounslow Centre's advice and training services when it comes to spending it and settling a case for priorities.



"Tigers" (1912), a woodcut by the German expressionist Franz Marc

Surface attraction

Michael Clarke reviews an abundantly illustrated slide/text pack on printing techniques

History and Techniques of Printmaking by Margaret Massie-Taylor. Six slide and text packs. Focal Point Audio Visual Ltd, 251 Copner Road, Portsmouth, Hants. PO3 5EE.

Since the Sixties, interest in printmaking has increased dramatically, but although there is a plentiful supply of books on the history and techniques, these slide-text packs could well prove to be a better investment for schools and colleges, if only because they can be used by groups as well as individuals. They are full of sound, instructive information, are well illustrated and are provided with an historical context. Very few people will fail to learn from them and all will appreciate the fine selection of prints by both familiar and unfamiliar artists.

The tone of the texts is reassuring but never patronizing. For beginners, this is of inestimable worth, encouraging them to appreciate the simplicity of some of the processes (only two surfaces, one bearing and one receiving the image), materials (almost any surface is capable of being transferred to another), and equipment (a press is not always necessary). Yet this is no printmaking-made-easy manual, it is far too professional, both historically and technically, for that.

Divided into six separate volumes, each with 24 slides and textbook, the first two provide a general introduction to printmaking, its equipment and techniques, that prepares the student very nicely for the much more detailed examination of relief and intaglio, lithography and screenprinting, colour and mixed media that follows. The final one summarizes the uses of prints across the ages. Each volume can be used separately, but the cross-referencing of information makes the whole set very much greater than the sum of its parts.

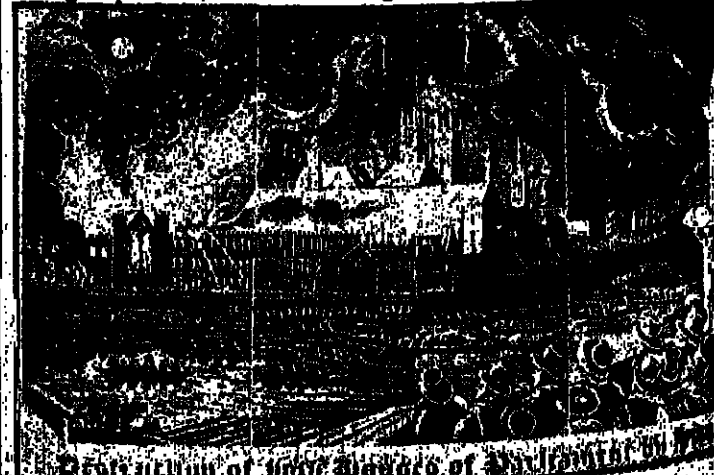
The historical information is nicely placed, always pertinent and never obtrusive, whether it is about the origins of etching in the incised decoration of armour and weapons, the advantage of wood over metal-engraving in the printing of image and text in a single operation, or more amusing

details like the fact that the 16th-century engraver Raimond signé Dürer's prints for him with a complaint led him to sign them as "ma". The technical information is generally so clear and comprehensive that it comes as a disappointment to discover omissions and oversights. Different kinds of inks and papers are not discussed, and while it may be contentious to ask why photography is not dealt with independently, a text which repeatedly refers to photographic techniques and notes that it is screenprinting which made the breakthrough which integrated photography



"Primavera" (1890) by Timothy Cole after Botticelli, showing the fine detail achieved by engraving on stone and grain block

with fine art ought to offer an account of the most common methods used to achieve this fusion, particularly when, on one occasion, collage is mentioned without further explanation. However, the merits of the package slides showing tools and processes are always at a disadvantage when compared to film or video, the ones here are so well chosen and sharply focused that, combined with the texts, they are more than adequate. In fact, it is the successful integration of word and image that gives the material its particular distinction.



Wood engraving by James Gainsborough (1834)

MEDIA

EYE witness

Tomorrow is the start of European Year of the Environment. Francesca Greenoak looks at the programmes ITV and Channel 4 have scheduled in its support

March 21 marks the official start of Spring and European Year of the Environment. EYE's stated aim is to raise awareness of the importance of environmental protection so that better progress can be made in conserving and improving the world in which we live. Alas, the one does not so easily follow the other - not with mighty vested interests blocking the way. It is important not to underestimate the difficulty in effecting a change in attitudes or practice, but there is also a profound need to continue believing in the democratic possibilities for achieving environmental balance.

In support of EYE, Channel 4 and the ITV networks have planned their natural history and environmental programmes to link in with its objectives; several new series and an impressive backlog of repeats will be screened over the year.

Among the new series, *An Idea of Europe* is an exploration by Richard Hoggart of the contradictory cultural forces in Europe. An investigation of the built environment, both ancient and modern, is carried out in *Man-Shape*, while *Space on Earth* explores relationships between buildings and people. *Turning the Tide*, presented by David Bellamy, points out that environmental matters cannot be considered in isolation from national and global politics. The series includes examples from massive projects like dam building and the behind-the-scenes stories of agri-business.

Individual feature films focus on specific environmental subjects, such as the effects of the Chernobyl accident on Lapland; *Saving the Tiger* looks at the work of the conservation enterprise "project tiger" and *Elephant, Lord of the Jungle* examines the social context of conservation - from the elephant god to the ivory trade. A documentary which examines the pattern of land ownership in Britain, called *Power in the Land*, relates ownership to land use and access, and should be well worth watching.

All schools will get a mailing this month from the IBA which will list all of the 34 series and programmes brought together under the EYE umbrella. They will also receive an



eight-page colour printed newspaper, called *EYE TV* which will preview and make educational support suggestions and lateral connections with the programme material. In addition, the ITV networks will invite local environmental groups to make use of their 30-second public service announcement spots.

The ability to focus on local issues is one of the strengths of regional television and stimulating environmental response at this level may turn out to be the chief success of EYE. Past experience bears this prediction out: when London Weekend Television

gave the London Wildlife Trust air-space to ask for help with their tawny owl count, there was considerable interest and practical action. The main focus of the EYE film coverage will be Channel 4's *Battle for the Planet*, a six-part series which will start on September 13. It is an ambitious project with complex relationships with a number of other countries, many of which are providing discussion material which will be included in the programmes themselves. The series will be transmitted (through special reciprocal arrangements) all over the world. Its objective is to

increase awareness of environmental issues, relating global concerns to local issues. It also aims to give people a political voice; viewers are encouraged not simply to sit and watch but to participate both in environmental action and debate, and to make their opinions known. Most importantly, these responses do not come to a dead end with the television programmes, they will be passed on to the World Commission for Environment and Development (The Brundtland Commission) which is pledged to take the views of the public into account before it writes its final

report in November. It is believed that this report, which will be taken to the United Nations General Assembly in November, will advocate a serious change in political priorities concerning the environment.

A pack describing the aims of *Battle for the Planet* has just been prepared and is available free from the International Broadcasting Trust, 2 Ferdinand Place, London NW1 8EE. The IBT is also producing a newspaper which contains notes, information, and a range of references for debate and activity. It will also direct attention to environmental matters relating to the programmes. *A Battle for the Planet* book will be available in the autumn. The programmes themselves can be recorded off air without restriction, and next year the series is to be restructured for a younger audience.

I watched the documentary case on the degradation of land into desert presented by the estimable William Hinton. He showed how in Inner Mongolia increased grazing puts such pressure on the grassland that the fragile topsoil is blown away by the persistent cruel winds, once the stabilizing grassroots are exposed and killed. Against this sea of sand, the government is trying to establish a second great wall of China, a green wall of trees which will stop the desert. A laudable effort, but not enough in itself while the economics of animal raising cause more and more people to increase their herds on decreasingly fertile land. A small spotlight of hope is focused on the Wadenema family, whose faith and energy are channelled into reclaiming their land from the sands, and who quote the story of the foolish old man who would move mountains: "If I do not succeed then it will be my children, or my children's children, or their children..."

When it is broadcast, this documentary will be discussed by people from areas in Senegal and Ecuador facing similar problems, and in the final part of the programme, Jonathan Porritt will bring the matter back home to East Anglia where "on-blow" over enlarged fields removes masses of topsoil. All six programmes will have this three-part structure.

BBC EDUCATION

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Presented by MARGARET PERCY

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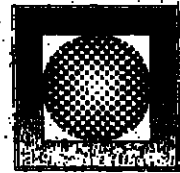
RADIO 4 VHF/FM

Full Teacher's/Tutor's notes and worksheets - £1 plus large s.a.e. from Producer, Rehearsing for Work. BBC SCHOOL RADIO 1 Portland Place London W1A 1AA

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TEB 320

notes

SPIRIT OF THE PLACE

A series of six 30 minute videos which look at aspects of regional British culture are now available for hire and purchase from CFL Vision. The cities featured are: Swansea, Cambridge, Bristol, Manchester, Glasgow and London. The London video concludes the series with an examination of the capital's artistic relationship with the regions and includes an interview with the Arts Council's general secretary. Each video can be hired for £10 or bought for £35 (16mm purchase only at £335) from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN; tel. 02407 4433.

IT HAPPENS TO US ALL

Johnson & Johnson have updated their educational kit about puberty for Junior and middle schools to include many of the recommendations emerging from the recent debates on the way sex is taught in schools. The kit deals with the emotional and physical changes of adolescence, and is aimed at the nine to 13 age group.

The kit comprises teachers' notes, 24 slides with cassette commentary, 25 copies of the children's booklet, 30 work sheets plus samples of Johnson's sanitary products and is available at £9.50 from Johnson & Johnson's Schools Information Service, PO Box 3, Diss, Norfolk IP22 3HH.

Video

This month's video selection includes...

A threadbare blanket?

Peter Newell listens to Radio 4's educational 'action tips'

CONTINUING EDUCATION
Parents' Action Guide
BBC Radio 4 VHF,
Saturdays 4.00pm.

Worship, breathless, heavy on opinions and light on facts: impressions of the first of eight half-hour programmes from BBC Continuing Education to be transmitted tomorrow (March 21) and thereafter each Saturday under the title *Parents' Action Guide*.

The series aims to cover "the main problems as parents and students try to come to terms with the complexities of our education system". But the format of the programme (a worked and re-edited from the *Education Roadshow* series) is complex enough to come to terms with presenter interview Professor Ted Wragg who in turn presents an apparently inexhaustible team of "national education experts", all (in the first programme) based in a meeting of parents at a tiny

Devon village school.

This was a school where parental involvement is (literally) part of the fabric, as the presenter introduced it: "Parents built an extra classroom when funds were short". That could (should) have provoked a lively political discussion about the growing dependence of a supposedly universal free maintained education system on parental contributions - and the effect of that on equality of opportunity.

But no - quickly into a rapid discussion of the pros and cons of pre-schooling. One of the team, Oxfordshire's Chief Education Officer Tim Brighouse, described his county's provision as a "patchwork quilt" (if this re-edited from the *Education Roadshow* series) is complex enough to come to terms with presenter interview Professor Ted Wragg who in turn presents an apparently inexhaustible team of "national education experts", all (in the first programme) based in a meeting of parents at a tiny

head-start". But the "action-guide" did not mention that there are legal duties to provide pre-schooling for children with special needs from birth. The "action tips" boiled down to a general exhortation to "lobby" and "don't undervalue what you do at home".

On to "Starting School" and more pity comments: "...remember children are very resilient... make a bit of fuss but not too much... The 'Parental Involvement' section produced a general chorus of "partnership, partnership". Teachers and parents must "get together". The current embittered state of the profession had clearly not permeated to this bit of rural Devon where the head's message was "keep the door open". Betty Root from the reading centre at Reading University and others came in now with an overdose of well-meaning advice about teaching reading. I fear parents could well be confused or even - though this was clearly not the

intention - frightened off: "How difficult it is if you try and go it alone... put them off reading for life..." (Would anyone seriously suggest that more parents than schools have put their children off reading?). "Action tips" included don't sound out words when children are in difficulty - what, never?

Parent governors, about to multiply as the Education (No 2) Act 1986 is brought into force, were the next topic. The presenter screwed three more "action tips" out of Ted: first - "do volunteer". But will this encouragement to the select band who settle down to listen at 4pm on Saturdays, just as the football results are coming in, have the desired effect of promoting parent governors from "all walks of life"?

Finally, what are parents to make of new teaching methods? Well, "keep taking an interest", says Ted, and that's all we have time for this week. Next week it's the eight to 13s' turn, based on a south London secondary school and covering school choice, quality of teachers and parents' rights.

A "fact pack" is available from BBC Education, London W5 2PA.

a crashed spaceship have to cross the planet to be rescued. En route they encounter problems which have to be solved by graphics.

Continuing education

MORE THAN YOU CAN MANAGE (Sun, 16.00 VHF4)
Is stress at work inevitable? Jenni Murray looks at those who dread going to work and at ways to alleviate the stress.

GOING TO WORK: LIFE SKILLS (Tue, 12.18 BBC2)
This series of 10 plays by Bill Lyons follows the problems encountered by young people leaving school and in the first years of work.

GRAPHICACY (Thurs, Fri, 00.30 VHF4)
Lower secondary children are introduced to graphic methods of communication in this new eight-part space adventure. The crew of

programme to help 15 to 17-year-olds prepare for the world of work. Shows how to get the most out of work experience.

FINDING OUT (Tue, 9.30, Wed, 10.16 ITV)
The first of two programmes featuring Gerald Durrell's zoo in Jersey. Shows 8 to 10-year-olds the special function of the zoo in rearing rare animals for release into the wild.

briefings
radio & tv
For schools

REHEARSING FOR WORK (Mon-Wed, 00.30 VHF4)
A short series with an introductory teachers

END PAGE

The link between war and virtue

Conrad Russell on a remarkable book about a remarkable man

The Count-Duke of Olivares: The Statesman in an Age of Decline. By J H Elliott. Yale University Press £19.95.

The Count-Duke of Olivares was first minister of Spain for a period which almost exactly coincides with the duration of the Thirty Years' War. He was therefore a figure of considerable significance in the history of Europe, as well as of Spain, yet, by comparison with his rival Cardinal Richelieu, he has been comparatively little studied. This is in part because of the preference of the middle 20th century for history with the politics left out, although during the Thirty Years' War, which has rightly been described as the first world war, history with the politics left out is a diminished area. The neglect of Olivares has also been because of the extreme archival complexity of the research needed. It is over 30 years since Professor Elliott first engaged with him, and the time has been well spent.

To convey the magnitude of this work, it is necessary to imagine the task which would have faced the historian if the Duke of Buckingham had remained chief minister of the English crown until the 1640s. In fact, the comparison underlines the gravity of Professor Elliott's task: Olivares was as much first minister as Buckingham, and he was first minister, not merely of a kingdom, but of an empire on which the sun genuinely never set. If we might imagine a Buckingham daily preoccupied with the affairs of Scotland, Barbados and Madras, as well as those of England, we would still be under-estimating the sheer magnitude of Olivares' work. When we add the fact that the subject of the biography was, in Professor Elliott's phrase, "never at a loss for words", and that he was careless of his personal papers, we are left with a task for the biographer which only the fact that it has been accomplished deters us from calling him superhuman. Professor Elliott has consulted manuscript archives in nine countries, and draws on such unex-

pected sources as a consulta of the Spanish Council of State now preserved in the National Maritime Museum at Greenwich. Yet he wears his learning lightly, and only those who know something of the vast body of material Professor Elliott knows and has chosen to leave in his notebooks will have any idea of the magnitude of his achievement.

For the general reader, this is a book which is easy to read: it is pithy, illuminating and amusing. The publishers deserve credit for helping, by their reasonable price, to put it within reach of the general reader. Some of Olivares' judgements live across the years, like his picture of Charles I in Madrid eyeing the Infanta "as a cat does a mouse", or his comment on England in 1640, that God was making heresy confound itself. The picture of Olivares at a crucial moment in his early career, kissing the royal chamber pot as he withdrew in disgrace is a painfully vivid reminder of the nature of power in court life.

An English historian must be struck, reading this book, by the range and the depth of the similarities between the reign of James I in England and the almost exactly contemporary reign of Philip III in Spain. The malaise affecting the government of the two countries is so startlingly similar that it is hard not to imagine some common cause. The inflation of honours, the appearance of the anti-courtier, and the debate on the appearance of the *valido* or first minister, are all common to both countries. The calls for "reform" which this malaise produced are also remarkably similar in the two countries. For example, the Consulta of the Council of Castile of 1619 has a similarity to Sir Edward Coke's speech of August 4, 1625, which is surely too close to be written off as coincidence. It is possible to look for common causes: the soaring cost of government resulting from the growth of "modern" warfare is a possibility, and the demographic and psychological effects of the plague of 1600 in Castile and of 1603 in England are another. The inflation of the 1590s

clearly wreaked havoc with the finances of other courts than that of England, and England and Spain were the war-weary left over by a long war against each other.

Yet these are not sufficient explanations, and in particular, an explanation which depends on the soaring cost of war cannot be sufficient to explain the concentration in years of peace. Perhaps here Professor Elliott's interesting remarks are on the "assumed loss of ancient virtue" people saw in Castile when "modern" warfare was built on heroic virtues. These pages are so like Sir John Elliott's complaints in 1625, of the "degenerate" vices of a long corrupted peace, that some thought is needed. Professor Elliott is surely right about the links Spain (and England) to a loss of classical culture in which the virtue were indissolubly associated. This association, as Olivares at Buckingham both learnt to their cost, was one Europe could no longer afford.

Draggle-tail sisters

Following the Drum, Women in Wellington's Wars. By Brigadier F C G Page. Andre Deutsch £9.95. 0 233 97960 3

Only six - later four - out of every hundred wives could draw the "to-go" ticket and accompany their husbands on the crowded, insanitary troopships and later follow them almost into battle, enduring incredible hardships that are daunting even to read about. Until the Crimean War in the mid-19th century wives and children did indeed "follow the drum", but the atrocious conditions which they were forced to endure began to arouse agitation for the bettering of their lot both at home and abroad, and gradually the haphazard provision, or lack of it, came to an end.

Brigadier Page writes with sympathy and admiration for these, in the main, heroic women. The drunken, sluttish crew who also followed in the wake of the army are mentioned only in passing. The poor, draggle-tail sisterhood - some of whom did indeed start out very differently but were worn down by their sufferings - do not rightly belong here.

It is difficult to envisage, in these days of rapid communication and efficient organization, the wartime conditions that reigned in spite of all that the most conscientious organizers could do. Armies of enormous size, accom-

panied by wives, children, servants, hounds, mules, horses, goats, lappets, innumerable craftsmen, mobile hospitals and their staff, swarmed across the countryside requiring food (cooked by themselves as canteens did not then exist) and accommodation. Rain flooded rivers that had to be crossed, wind blew down the tents, mules and horses stampeded, and by day there was often a burning sun that caused just as much misery. Throughout it all, as Brigadier Page relates, the women laundered, mended and cooked, they nursed their children and their husbands when sick or wounded, and, burdened with babies, born and unborn, they toiled along to keep up with the column. Once fallen out they were as good as lost forever.

The officers' wives did not fare quite so badly although theirs was hardly a bed of roses. Two of these are given chapters of their own: Juana Smith, a high-born Spanish girl who at 15 married an English officer, and Lady de Lancey who nursed her husband dying of wounds three months after their marriage.

Sad, funny and brave incidents follow hard upon one another taken from diaries, reports and letters of the time.

The book is simply written and the stories are allowed to speak for themselves. The reader's only wish is that the book had been longer.

Katya Watter

National hero

Wellington After Waterloo. By Neville Thompson. Routledge and Kegan Paul £19.95. 0 7102 0747 6.

This is a vital work for those seeking to know how the "Conquering Hero" of 1815 could dominate the turbulent political and social scene in this country until his death in 1852. Throughout this period, Wellington remained a national figure: a spurned, outwardly emotionally disciplined, equally unaffected by adoring crowds surging about him wanting merely to touch him, or by those smashing the windows of his treasure-filled Apsley House. Above all, he was fiercely loyal to the Crown, and to the nation at large, always ready to "do what is best in the public service". His personal relationships were not wholly happy - his abrupt manner alienated his wife, but yet he enjoyed the company of other women, notably Mrs Arbuthnot, and of children.

Fatal deafness did not prevent his joining Liverpool's Cabinet in 1818, and supporting the action at Waterloo. He was successively Commander-in-Chief and Prime Minister, facing the

problems of Corn Laws, Catholic emancipation and the Reform of Parliament, to which last he was basically opposed, though finally having to acquiesce in the passing of the Reform Bill in 1832. Cheered by the acclamation on his installation as Chancellor of Oxford University in 1833, he was then cast down by the death of Mrs Arbuthnot from cholera, but was again in charge "working like a dry horse" carrying for Peel and doing everything possible to delay Municipal reform in England and Ireland, which he said would lead to "a little Republic in every town".

A trusted counsellor of Queen Victoria, he supported vigorous suppression of the Chartist Riots of 1839, and thereafter, at the Home Office, was obsessed with increasing the Armed Forces, fearing that the French revolutionary spirit might affect England. But failing health, the repeal of the Corn Laws and Peel's resignation effectively ended his career as the Tory leader in the Lords. Effectively he stood aside, until he died a national hero at 82, to be buried with unimagined pomp and universal mourning.

Eric Church



Wellington, as seen by John Hoppner in 1806: one of the illustrations to *The makers of English History*, a collection of mini-essays with a foreword by Asa Briggs and edited by Norman Stone (Weidenfeld and Nicolson £14.95). This will make a useful addition to any secondary school library, being accessibly written and attractively produced, but the 45 "makers" are somewhat idiosyncratically chosen (Virginia Woolf is the only other representative of the novel besides Dickens). The rest are largely political, philosophical, scientific and military.

Saint and sail

The St John Ambulance Brigade have been rendering assistance to sick and injured members of the human race in a multitude of circumstances for the past 100 years. In *A Century of Service to Mankind - A History of the St John Ambulance Brigade* (Century Books £8.95. 0 09 167500 6) Ronnie Coleman traces the history of this voluntary and little recognized charity, unearthing some remarkable acts of humanity, courage and self-sacrifice. Unfortunately the narrative will do little to help bring the Brigade into the limelight as it deserves. It is a kindly but uninspiring portrait of an organization whose services are often taken for granted and which is frequently overshadowed by those charities who have realized the potential of glamorous fundraising. It is a pity that the book is so plain.

Operation Raleigh - The Start of an Adventure (Collins £9.95. 0 00 217624 6) is the first of four books planned by John Blashford-Snell, charting the progress of Operation Raleigh, an ambitious transglobal expedition for young people of all nationalities, lasting four years. Here he follows the planning, fundraising and selection of participants through to the epic adventure itself and some of the projects that were undertaken in the first year. It is a warm, lively account complemented by superb colour photographs and brimming with humour and excitement in the best Indiana Jones tradition. It will leave readers with an intrepid streak feeling woefully unfulfilled.

Janette Wolf

Cat's cradle

Cat Chaser. By Elmore Leonard (Viking £9.95. 0 670 8127 0). Living a relatively contented life running a motel, and free of a suffocating marriage, George Moran is plagued by thoughts of the revolutionary sniper he encountered 16 years earlier. A combination of curiosity and strangely disturbing memories gradually draw him back to Domino. The prize he wins there is the source of immense happiness, and yet it drags him into the criminal fraternity of Miami Beach.

An almost unbearable feeling of tension infuses this impeccably styled work, which lessens only as the plot moves to its climactic and wondrous end.

Susan Hoagland

Portly views

G K Chesterton, *A Half Century of Views*. Edited by D J Corbin (Oxford University Press £15.00. 0 19 21258 6). This richly varied collection of more than 50 "views" on the portly Chesterton's life and work will surely fuel the present revival of interest. The contributors include Ronald Knox, Graham Greene, Kingsley Amis, W H Auden and Katherine Whitehead. Chesterton's essential Englishness, his Catholicism, his original thought, his such advantage in both English and Father Brown stories, are all highlighted. So too, are his legendary shyness, his kindness, his kindly sense of mindlessness, his kindly sense of humour and his Cobble-like cleanliness of the poor.

Chronicles

The Rector and The Doctor's Faith by Mrs Oliphant (Virago £3.50). A valuable volume are two parts of the author's "Chronicles of Carlingford". A splendid introduction by Professor Fitzgerald puts the case for the importance of the whole oeuvre. The volume of the chronicles, *Carlingford Chapel* (Virago £3.95), is published simultaneously, again with a Professor Fitzgerald introduction. Only two novels (at least) to go.

De anima

Aristotle's *De Anima* (translated by Hugh Lawson-Tancred, Penguin £3.95) is a major text in Western philosophy, dealing with the philosophy of perception, motivation and intellect in all living creatures. Hugh Lawson-Tancred's introduction situates the text in the context of philosophy and its history, and relates it to modern scientific enquiry, up to the modern era. It guides the reader through a somewhat difficult treatise.

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BREKESHIRE
LEA NURSERY SCHOOL
Vigam Road, Slough SL4 4JL
Applications are invited from qualified and experienced teachers to lead a caring and committed staff of this Group 2 Nursery School.

The post will become vacant from September 1987 and applications should be sent to the Director of Education, Leamington Spa, Leamington Spa, CV32 3JL. Closing date 10th April 1987. Successful candidates will be offered a scheme of remuneration of £10,000 per annum plus pension and other benefits. An Equal Opportunity Employer. (05267) 100010

BREKESHIRE
MADENHEAD NURSERY SCHOOL
School Lane, Maidenhead SL6 7JG
Applications are invited from qualified and experienced teachers to lead a Headteacher for this Group 2 Nursery School.

The post will become vacant from September 1987 and applications should be sent to the Director of Education, Leamington Spa, Leamington Spa, CV32 3JL. Closing date 10th April 1987. Successful candidates will be offered a scheme of remuneration of £10,000 per annum plus pension and other benefits. An Equal Opportunity Employer. (05267) 100010

BREKESHIRE
SOUTH GRANGE NURSERY SCHOOL
Barnet Road, South Acton W3 9JL
Applications are invited from qualified and experienced teachers to lead a Headteacher for this Group 1 Nursery School.

The post will become vacant from September 1987 and applications should be sent to the Director of Education, Leamington Spa, Leamington Spa, CV32 3JL. Closing date 10th April 1987. Successful candidates will be offered a scheme of remuneration of £10,000 per annum plus pension and other benefits. An Equal Opportunity Employer. (05267) 100010

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LONDON BOROUGH
CLIFFHOUSE INFANTS
Cliffhouse Road, Barnet, Herts. EN4 1AB
Nursery Teacher - Scale 1
Removal expenses and separation allowances available. Application forms (foolcap S.A.E.) obtainable from the Head Teacher by 3rd April 1987. (100407) 100099

HAMPSHIRE
BANISTER FIRST SCHOOL
Banister Gardens, Wotton Road, Southampton SO1 5LX
Required September 1987. Nursery Teacher for integrated nursery for children with special needs. Benefiting from good special facilities. Nursery experience for normally hearing and hearing impaired children. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to school for full details. Application by letter to head with C.V. and names of two educational referees by 1st April. (05267) 100028

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Other than by Subjects 74

Other than by Subjects 74
Deputy Headships Senior Masters/Mistresses 75
Heads of Department 75
Scale 2 Posts 75
Scale 1 Posts 75

Preparatory Schools 75
Headships 75
Deputy Headships Senior Masters/Mistresses 75
Classics 75
Computer Studies 75
English 75
Geography 75
History 75
Mathematics 75
Modern Languages 76
Music 76
Pastoral 76
Physical Education 76
Religious Education 76
Science 76
Other than by Subjects 76

Appointments in Scotland 78
Independent Schools 67/68
Headships 67/68
Deputy Headships Senior Masters/Mistresses 68
Remedial and Special Needs Teaching Posts 68

Other Appointments

Colleges of Further Education 68
Directors and Principals 78/79
Heads of Department 78
Other Appointments 79

BARNET
LONDON BOROUGH
CLIFFHOUSE INFANTS
Cliffhouse Road, Barnet, Herts. EN4 1AB
Nursery Teacher - Scale 1
Removal expenses and separation allowances available. Application forms (foolcap S.A.E.) obtainable from the Head Teacher by 3rd April 1987. (100407) 100099

HAMPSHIRE
BANISTER FIRST SCHOOL
Banister Gardens, Wotton Road, Southampton SO1 5LX
Required September 1987. Nursery Teacher for integrated nursery for children with special needs. Benefiting from good special facilities. Nursery experience for normally hearing and hearing impaired children. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to school for full details. Application by letter to head with C.V. and names of two educational referees by 1st April. (05267) 100028

Colleges of Further Education 68
Directors and Principals 78/79
Heads of Department 78
Other Appointments 79

Other than by Subjects 74
Deputy Headships Senior Masters/Mistresses 75
Heads of Department 75
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Scale 1 Posts 75

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CLIFFHOUSE INFANTS
Cliffhouse Road, Barnet, Herts. EN4 1AB
Nursery Teacher - Scale 1

PRIMARY EDUCATION

AVON COUNTY COUNCIL
WINDLEDALE R.C. PRIMARY SCHOOL
 Lutterworth Road, Monks Park, Bristol BS7 0TP
 Required from 1st September 1987, a committed, practising Catholic to teach a class of lower primary.
 An interest in PE and Boys' Games would be an advantage, but other curriculum interests considered.
 Scale 2 for suitable candidate but applications from students enacting to qualify this year welcomed.
 Further details from and interviews with the Headteacher immediately giving full CV and names and addresses of two referees, including an Equal Opportunity Employer.
 (00587) 110030

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOHN'S R.C. PRIMARY SCHOOL
 Garsbrook Road, Dagenham, Essex RM8 2JH
 (01899) 541131
 Required for September 1987:
 An enthusiastic and caring INFANT or JUNIOR teacher to join a committed team. Scale 2 plus London Allowance. £12,215 per annum. Further details from the Headteacher, S.A.E. please. An Equal Opportunity Employer. (05816) 110020

BARNET EDUCATION SERVICE
REQUIREMENT FOR SEPTEMBER 1987
 Possible: C.E. J.M.I. School.
 C.E. J.M.I. School, Church Hill, Barnet, Herts. SG5 2JH
 Tel: 01835 9081
 An experienced Infant Teacher to be responsible for co-ordinating the work of the Infant Department and for the development of a curriculum area. Salary equivalent to Scale 2. Church of England. Removal expenses and separation allowances available.
 Application forms (footscap a.s.e.) obtainable from the Headteacher, to be returned to the Clerk to the Governors, o/o All Saints School by 3rd April, 1987. (00921) 110020

CAMBRIDGESHIRE
ICKNIELD C.P. SCHOOL
 Icknield Way, Sawston, Cambridge CB2 4EA
 Required for September, experienced and enthusiastic Infant Teacher responsible for the development of early years education (Scale 2). Candidates should also be prepared to undertake a curriculum area. It would be helpful if applicants could state the curriculum area they would be willing to develop.
 Application forms and further details from Headteacher (a.s.e. please). (02848) 110020

CLWYD COUNTY COUNCIL
ST. ANNE'S R.C. V.A. PRIMARY SCHOOL
 Prince Charles Road, Wrexham

Required for September 1987.
ASSISTANT TEACHER - SCALE 2
 Initially to teach mixed (first year) and top infant. The Scale 2 post is offered for special responsibility for Religious Education and Music. The successful candidate must be a good practising Catholic who has an enthusiastic desire to foster the religious ethos of the school.
 Original applicants will be re-considered.
 Application forms can be obtained from the undersigned. Completed forms should be returned to: Chairman of Governors, St. Anne's Parochy, Prince Charles Road, Wrexham.
 Closing date: 3rd April, 1987.
 Keith Evans, Director of Education. (00616) 110020

DUDLEY METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES
 Employer

HURST GREEN PRIMARY SCHOOL
 Narrow Lane, Hildesheim, West Midlands B69 2N2
 Required April, or as soon as possible thereafter, experienced PRIMARY TEACHER (Scale 2) to take responsibility for Music throughout school with INTEL teaching commitment in 5-6 year age range.
 Details/Application forms from and returnable to Headteacher, Mrs. L. L. Hurst, Hurst Green, West Midlands B69 2N2. (05560) 110020

CROYDON LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ROWDOWN JUNIOR SCHOOL
 Croydon Down Crescent, New Addington, CRO

Tel: Lodge Hill 661 43567
 Required for September 1987, a teacher able to work throughout the school, to take responsibility for environmental education, to develop a topic-based approach to learning. The ability to play a musical instrument or to coach a games team would be advantageous. Many opportunities exist for work within the local ESO funded language project.
 Salary: Scale 2, plus London Weighting and SPA allowance.
 Tenable: September 1987.
 Please apply to the Head Teacher for forms and further details. (05590) 110020

ESSEX (LONDON)
CHIGWELL SCHOOL
 Please see advertisement under 'Preparatory Schools' (06903) 110020

ESSEX
BERKLEY COUNTRY PRIMARY SCHOOL
 Crest Avenue, Pitsa, Basildon, Essex S46 2JH
 Required for September 1987, a highly motivated and enthusiastic teacher to take responsibility for a music curriculum in a co-operative teaching situation.
 A willingness to take a full and active part in all aspects of school life essential.
 The ability to develop and teach an area of the curriculum would be an advantage.
 A Scale 2 post is available.
 Applicants are invited to visit the school.
 Please apply by letter to the Headteacher, for curriculum vitae, and names and addresses of two referees. (05558) 110020

PURPLE COUNTRY PRIMARY SCHOOL
 Tank Hill Road, Purfleet RM16 1TA
 Tel: Purfleet 865038 (01899) 110020

RESOURCES DEVELOPMENT
 Scale 2 £282 f.a. £201 SPA.
 Required September, enthusiastic infant teacher to work closely with colleagues to find new ideas and development in the school.
 For all the above posts, send to South West Area Education Office, Two Kears, Building 8816 BRX form and details. (06580) 110020

HILLINGDON LONDON BOROUGH OF HILLINGDON
WHITEHALL JUNIOR SCHOOL
 Cowley Road, Uxbridge, Middlesex, Ux

Headteacher: Mr. R. McDonald
 An experienced and enthusiastic class teacher to take responsibility for music throughout the school. Successful candidates should be suitably qualified applicants.
 Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, Ux, to whom they should be returned as soon as possible and not later than 3 April 1987.
 Outer London Allowance Payable. (00013) 110020

HILLINGDON LONDON BOROUGH OF HILLINGDON
HILLINGDON INFANT SCHOOL
 Uxbridge Road, Hillingdon, Uxbridge, Middlesex, Ux

Headteacher: Mrs. J. M. Road
 A highly motivated, enthusiastic and experienced teacher to take responsibility for music throughout the school. Successful candidates should be suitably qualified applicants.
 Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, Ux, to whom they should be returned as soon as possible and not later than 3 April 1987.
 Outer London Allowance Payable. (00013) 110020

HARINGEY LONDON BOROUGH OF HARINGEY
WIMBORNE OF WIMBORNE
RE-ADVERTISEMENT
 OUR LADY OF MUSEWELL R.C. PRIMARY SCHOOL
 Pages Lane, London N10 1PS
 Required from September 1987, a full time teacher for Infant class. Applicants should be able to contribute with experience of contemporary theories and practice in J.C.1 school with particular reference to infant age groups. Experience in co-ordinating an area of the curriculum would be considered an advantage. A Scale 2 post is available for a suitable qualified and experienced candidate.
 Candidates wishing to visit the school should contact the Headteacher (01-444 9997).
 Application forms (a.s.e.) are available from and should be returned to M.J. Butcher (Chairman), 16 Bedford Street, West Garden, London EC8E 5BE by not later than 3 April 1987. (00627) 110020

HEREFORD AND WORCESTER COUNTY COUNCIL
KEMPEY PRIMARY SCHOOL
 Elmore, Kempey, Worcester WR5 5NT

Required from September 1987, a teacher to take responsibility for an advanced class of upper primary in a semi open plan situation. The successful candidate should be enthusiastic and capable, with a wide range of established school experience. A willingness to take on extra duties and responsibilities would be an advantage.
 Application forms and further details are available from the Headteacher. (0535) 110020

HOUSLOW THE ROYAL ACINPANT SCHOOL
 School Road, Heston TW20 0JH
 Tel: 01-870 4500
 Headteacher: Mrs. F. W. B. B. E. J.
 Required for September 1987, a highly motivated and enthusiastic teacher to take responsibility for a music curriculum in a co-operative teaching situation.
 A willingness to take a full and active part in all aspects of school life essential.
 The ability to develop and teach an area of the curriculum would be an advantage.
 A Scale 2 post is available.
 Applicants are invited to visit the school.
 Please apply by letter to the Headteacher, for curriculum vitae, and names and addresses of two referees. (05558) 110020

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 A willingness to take a full and active part in all aspects of school life essential.
 The ability to develop and teach an area of the curriculum would be an advantage.
 A Scale 2 post is available.
 Applicants are invited to visit the school.
 Please apply by letter to the Headteacher, for curriculum vitae, and names and addresses of two referees. (05558) 110020

HAVERING LONDON BOROUGH OF HAVERING
HAVERING JUNIOR SCHOOL
 Conner Avenue, Upminster, Essex RM15 2JH
 Tel: 01-477 94179
 Headteacher: J. Burdett
 Required for September 1987, a highly motivated and enthusiastic teacher to take an active role in curriculum development throughout the school. Candidates should have a strong interest in the school's curriculum and a willingness to take on extra duties and responsibilities.
 Application forms and further details from Headteacher (a.s.e. please). (02848) 110020

HILLDENE INFANTS SCHOOL
 Grange Road, Romford RM1 2DU
 Tel: Ingrave 44433
 Headteacher: Mrs. C.H. Kirby, ACP.
 Required for September 1987, a Scale 2 teacher to take responsibility for the development of a curriculum area. The successful candidate should be enthusiastic and have a strong interest in the school's curriculum and a willingness to take on extra duties and responsibilities.
 Application forms and further details from Headteacher (a.s.e. please). (02848) 110020

DEVON COUNTY COUNCIL
EDUCATION COMMITTEE
 Please see advertisement on Page 34. (00054) 110020

DUDLEY METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES
 Employer

HURST GREEN PRIMARY SCHOOL
 Narrow Lane, Hildesheim, West Midlands B69 2N2
 Required April, or as soon as possible thereafter, experienced PRIMARY TEACHER (Scale 2) to take responsibility for Music throughout school with INTEL teaching commitment in 5-6 year age range.
 Details/Application forms from and returnable to Headteacher, Mrs. L. L. Hurst, Hurst Green, West Midlands B69 2N2. (05560) 110020

ESSEX (LONDON)
CHIGWELL SCHOOL
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 Crest Avenue, Pitsa, Basildon, Essex S46 2JH
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 A Scale 2 post is available.
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 Tel: Purfleet 865038 (01899) 110020

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 Required September, enthusiastic infant teacher to work closely with colleagues to find new ideas and development in the school.
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Headteacher: Mr. R. McDonald
 An experienced and enthusiastic class teacher to take responsibility for music throughout the school. Successful candidates should be suitably qualified applicants.
 Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, Ux, to whom they should be returned as soon as possible and not later than 3 April 1987.
 Outer London Allowance Payable. (00013) 110020

HILLINGDON LONDON BOROUGH OF HILLINGDON
HILLINGDON INFANT SCHOOL
 Uxbridge Road, Hillingdon, Uxbridge, Middlesex, Ux

Headteacher: Mrs. J. M. Road
 A highly motivated, enthusiastic and experienced teacher to take responsibility for a music curriculum in a co-operative teaching situation.
 A willingness to take a full and active part in all aspects of school life essential.
 The ability to develop and teach an area of the curriculum would be an advantage.
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 A Scale 2 post is available.
 Applicants are invited to visit the school.
 Please apply by letter to the Headteacher, for curriculum vitae, and names and addresses of two referees. (05558) 110020

HOUSLOW THE ROYAL ACINPANT SCHOOL
 School Road, Heston TW20 0JH
 Tel: 01-870 4500
 Headteacher: Mrs. F. W. B. B. E. J.
 Required for September 1987, a highly motivated and enthusiastic teacher to take responsibility for a music curriculum in a co-operative teaching situation.
 A willingness to take a full and active part in all aspects of school life essential.
 The ability to develop and teach an area of the curriculum would be an advantage.
 A Scale 2 post is available.
 Applicants are invited to visit the school.
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PRIMARY EDUCATION

LANCASHIRE
WINDLEDALE R.C. PRIMARY SCHOOL
 Lutterworth Road, Monks Park, Bristol BS7 0TP
 Required from 1st September 1987, a committed, practising Catholic to teach a class of lower primary.
 An interest in PE and Boys' Games would be an advantage, but other curriculum interests considered.
 Scale 2 for suitable candidate but applications from students enacting to qualify this year welcomed.
 Further details from and interviews with the Headteacher immediately giving full CV and names and addresses of two referees, including an Equal Opportunity Employer.
 (00587) 110030

SHROPSHIRE
ALEXANDER FLEMING INF. SCHOOL
 103 Southgate, Sutton Hill, Telford, Shropshire TF7 7JL
 Tel: Telford 586532
 Required for Easter 1987, a committed, enthusiastic Scale 2 teacher of infants with responsibility for the Creative Arts.
 Application forms and details from the Head (SAE please). (35544) 110020

SURREY
EDUCATION COMMITTEE
 The GREVILLE COUNTRY SCHOOL
 Enstone Road, Lowestoft, Suffolk NR33 0NE
 5-9; Roll 185
 Required for September 1987, a Creative Arts Co-ordinator.
 An experienced teacher with a particular interest in the visual arts is required to act as co-ordinator to plan and develop the aesthetic curriculum.
 Application forms and further details available from the Headteacher of the school concerned (a.s.e.) to whom they should be returned. (00593) 110020

SURREY
EDUCATION COMMITTEE
 The GREVILLE COUNTRY SCHOOL
 Enstone Road, Lowestoft, Suffolk NR33 0NE
 5-9; Roll 185
 Required for September 1987, a Creative Arts Co-ordinator.
 An experienced teacher with a particular interest in the visual arts is required to act as co-ordinator to plan and develop the aesthetic curriculum.
 Application forms and further details available from the Headteacher of the school concerned (a.s.e.) to whom they should be returned. (00593) 110020

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Barking & Dagenham

LONDON BOROUGH

APPOINTMENT OF NEWLY-QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- 100% removal expenses payable to teachers moving to the area to take up permanent appointments.
- special consideration for temporary Council accommodation (for up to a year).
- £1,215 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).

Applications should be made as soon as possible.

PRIMARY TEACHING VACANCIES

A number of Scale 1 vacancies exist as from April 1987 or sooner if possible. Applications are welcome from newly qualified or more experienced teachers, possibly those wishing to re-enter the profession after a period of absence. Temporary or permanent posts available. £1,215 per annum Inner London Allowance. 100% reimbursement of removal expenses payable to teachers moving to the area to take up permanent full-time appointments.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.), returnable as soon as possible.

An equal opportunity employer.

PRIMARY EDUCATION continued

BERKSHIRE

CLEVER GREEN C.E. PRIMARY SCHOOL (Aided). Hatch Lane, Windsor, Berks. Tel: Windsor 844541. Required April 1987, an enthusiastic (SCALE 1) class teacher for children in the 5-7 group. Christian commitment essential. This is for a one term temporary appointment. Applications to the Headteacher. Closing date: 31st March 1987 (03615). 110023

BROMLEY

ST VINCENT'S R.C. PRIMARY SCHOOL (Aided). Harting Road, Mottisham, London SE9 4JF. Tel: 01-857 5134. For September 1987, teacher for Lower Juniors Scale 1. Applicants should be practising Roman Catholics. Application forms and further details available from the Headmaster (large 8A5) by 31st March 1987 (04753). 110022

BROMLEY

HAWES DOWN JUNIOR SCHOOL (Aided). West Wickham, Kent BR4 0DA. Tel: 01-777 7274. For April 1987 two full-time teachers for: 1st Year Junior, 2nd Year Junior. Temporary appointments for Summer Term only. Application forms available from/returnable to the Head Teacher by 31st March 1987 (02725). 110022

BUCKINGHAMSHIRE

COUNTY COUNCIL An Equal Opportunity Employer. **EDUCATION DEPARTMENT** **MILTON KEYNES AREA** **ST MARY MAGDALENE RC COMBINED SCHOOL** (Aided). Greenleys, Milton Keynes MK12 6AY. Required for September 1987 a teacher to join the staff of this developing school. Scale 1. Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms are available from the Headteacher, on receipt of an A5 stamped addressed envelope. (00715). 110022

BUCKINGHAMSHIRE

COUNTY COUNCIL An Equal Opportunity Employer. **EDUCATION DEPARTMENT** **MILTON KEYNES AREA** **MAUDFURLONG COMBINED SCHOOL** (Aided). 1 Fishermead Boulevard, Fishermead, Milton Keynes MK6 6LB. Two vacancies for flexible and co-operative teachers are available from September 1987. Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms and further details are available from the Headteacher, on receipt of an A5 stamped addressed envelope. (00771). 110023

CROYDON

LONDON BOROUGH OF CROYDON **EDUCATION COMMITTEE** **WEST THORNTON PRIMARY SCHOOL** Rosacourt Croydon CR0 2BB. Tel: 01-684 3497.

A teacher with particular interest in Language Department is required to join the Unit Team, working with children aged 4 to 6 who have Special Educational Needs resulting from their communication difficulties.

Salary: Scale 1 Special School's Allowance. Tenable: 27th April 1987.

Please contact P.J. Westlake, Head Teacher, for further details. Closing date: Applications as soon as possible. (06865). 110022

CROYDON

LONDON BOROUGH OF CROYDON **EDUCATION COMMITTEE** **CASTLE HILL JUNIOR SCHOOL** Dunley Drive, New Addington, Croydon CR0 0RJ. Tel: 0688 43148.

A Temporary teacher is required for one term for 2nd year Juniors. Please apply directly to the Head Teacher. Salary: Scale 1. Tenable: 27th April 1987. (06865). 110022

DORSET

ST MARY'S VOLUNTARY R.C. COMBINED SCHOOL Devon Road, Poole BH15 3QQ. (Age range 5-12). Required September 1987. General Class Teacher for the First School. Applicants should be interested in and willing to be involved with the whole of the Primary age range and should be practising Christians. Please state whether you are an experienced teacher or are seeking a first appointment, from whom applications are welcomed. London Allowance, £795 (range 8A5) obtainable from, and to be returned to the Headmaster at the school as soon as possible. An equal opportunity employer. (00325). 110022

ENFIELD

LONDON BOROUGH OF ENFIELD **ST JOHN & ST JAMES C of E PRIMARY SCHOOL** Grove, St. Edmondton N18 5TH. Tel: 01-270. Required September 1987. Scale 1 teacher for this Group 1 Primary School. Applicants should be interested in and willing to be involved with the whole of the Primary age range and should be practising Christians. Please state whether you are an experienced teacher or are seeking a first appointment, from whom applications are welcomed. London Allowance, £795 (range 8A5) obtainable from, and to be returned to the Headmaster at the school as soon as possible. An equal opportunity employer. (00325). 110022

HAVERING

LONDON BOROUGH OF HAVERING **EDWARDS C of E M & F SCHOOL** Havering Drive, Romford RM14 4BD. Tel: Romford 45971. Headteacher: Mrs M.I. Groves. Required for September 1987, an enthusiastic teacher, Scale 1, committed to an integrated day approach in a semi-open plan school. Please state curriculum interests. The vacancy will initially be in the Junior part of the school. A practising Christian, preferably, is preferred. Visiting teachers to the school are welcome. Applications from newly qualified are welcome. Application forms are available (see cases) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR, and should be returned to the Clerk to the Governors at the school by the 3rd April 1987 (06865). 110022

HERTFORDSHIRE

COATES WAY JUNIOR SCHOOL Watford. Required for September 1987, a Nursery Teacher to join Nursery Unit. London allowance £205. Visits welcomed. Apply by letter to Headmaster giving curriculum vitae and references. (08759). 110022

HERTFORDSHIRE

ALFORD HILL JUNIOR SCHOOL Watford. Tel: Watford 351534. Headteacher: Mrs P. Ellis. Required for September 1987 a highly motivated and suitably qualified teacher for an activity in music would be an advantage. Letters of application with a curriculum vitae and the names and addresses of two referees to the Headteacher. Closing date April 6th. (00545). 110022

HERTFORDSHIRE

HEARTREE JUNIOR SCHOOL Heartree Lane, Wotton Garden City. Tel: (0707) 322817. Required for September 1987 a teacher for Juniors. Brain 1 plus London Fringe Allowance (£309). An interest in one or more of the following would be an advantage: Art, CDT, Games, Music, Science. Application forms and further details from the Head at the school (see plans). The generous removal and relocation expenses, including mortgage subsidy payments in approved cases. 110022

HERTFORDSHIRE

SHINGHAM JUNIOR SCHOOL Shingham, Peterborough. Tel: Peterborough 244444. Required for September 1987, as a result of expansion, a teacher for a new Scale 1. A willingness and ability to work co-operatively and to take a full and active part in aspects of school life including meetings, committees, approved cases, Fringe Allowance (£309 pa) payable. Application forms available from the school (see plans) (00541). 110021

HERTFORDSHIRE

THE HABERDAHERS' ASSKES SCHOOL Elstree, Herts. WD6 5AF. Required for September 1987 in the Preparatory School (IAPS) a teacher of Junior General Studies. Please see under Properties Schools section. (00300). 110021

PRIMARY TEACHERS (SCALE 1) REQUIRED FOR APRIL 1987

Applications are invited from enthusiastic NEWLY QUALIFIED AND EXPERIENCED TEACHERS who are seeking the opportunity to work with children in the 4+ to 11 age range in a lively and caring Authority, and to play an active part in the education service it provides. Having offers excellent professional support for its teachers in all stages of their careers, including on average 100 in-service courses each term. In addition, NEWLY QUALIFIED TEACHERS are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access via public transport, both road and rail.

London Weighting £795 per annum.

Application forms are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. Please state whether newly qualified or experienced so that you may be sent the appropriate application form.

Havering

TEACHERS

Are you a qualified teacher? Do you want to help in the development of the Multi-Ethnic Community of Newham?

Then why not apply for a post as a Supply Teacher in our Schools. You will earn between £39 - £61 a day (depending on your experience and qualifications) and if you have been out of teaching for a while, it's a good way to re-start your career. These posts are however, not suitable for probationers.

If you are looking for a permanent appointment, please consult the Education Press for posts advertised by Newham or contact us for details of what is available.

There are opportunities for staff willing to work upon the basis of job sharing.

The Borough is particularly keen to ensure that members of the ethnic minority groups are well represented in our teaching force. We therefore would particularly welcome your application if you are from an ethnic minority background.

Newham welcomes applications from teachers at any time for full or part-time posts for which they are suited by their qualifications and experience.

Application forms available from the Director of Education to whom completed forms should be returned as soon as possible.

Education Offices, 379/383 High Street, Stratford, London E15 4RD. An Equal Opportunity Authority



PRIMARY POSTS

BRAMPTON INFANT SCHOOL

Masterman Road, London E6. Head Teacher: Miss S. A. Collocott. Number on Roll: Approx. 220 + 60 place Nursery. Required September 1987.

Audio Visual Aids and Resources

Scale 3

Enthusiastic teacher needed to be responsible for all A/V aids in the school including the micro-computer. Also to be responsible for the resources room.

Required as soon as possible.

Art and Display

Scale 2

Required April 1987.

2 Infant Class Teachers

Scale 1

2 good, enthusiastic infant teachers required. Would be very suitable for probationers.

BRAMPTON JUNIOR SCHOOL

Masterman Road, London E6 3LB.

Head Teacher: H. C. Potten.

Number on Roll: 313.

Required April 1987.

Special Needs Consultant

Scale 2

An experienced and enthusiastic class teacher. The post will involve consulting with and advising class teachers over children with special learning difficulties, usually in language.

Previous applicants to be considered.

ELMHURST INFANT SCHOOL

Upton Park Road, London E7 9PG.

Head Teacher: Mrs J. Woods.

Number on Roll: 280 + 90 Place Nursery Unit.

Required April 1987.

Nursery Teacher

Scale 1

An enthusiastic Nursery teacher required to be responsible for one class in the nursery unit. Must be able to work as part of a team and be committed to a multi-racial community.

Required April 1987.

Nursery Teacher

Scale 2

An enthusiastic teacher to take responsibility for the development of resources in the nursery department of this multi-cultural school.

Social Priority Allowance.

ESSEX PRIMARY INFANT AND NURSERY SCHOOL

Shoridan Road, London E12 6QS.

Head Teacher: Miss M. T. McLean.

Number on Roll: 276 + 120 Nursery.

Required April 1987 or as soon as possible.

Music and or Drama and Movement

Scale 2

Social Priority Allowance.

HALLSVILLE INFANT SCHOOL

Radland Road, London E16 1LN.

Head Teacher: Mrs D. I. Baine.

Number on Roll: 170 + 60 part-time Nursery.

Required as soon as possible.

Library

Scale 2

Enthusiastic infant teacher to be responsible for the school library. An interest in running a school bookshop would be an advantage.

Required as soon as possible.

AVA

Scale 2

Enthusiastic infant teacher to be responsible for audio visual aids throughout the school.

Social Priority Allowance.

KEIR HARDIE INFANT SCHOOL

Edwin Street, London E16 1PZ.

Head Teacher: Mrs H. Brooks.

Number on Roll: 100.

Required as soon as possible.

Nursery Teacher

Scale 1

An enthusiastic energetic teacher required to lead the Nursery Team (self + 2NNEB) in the 30 place unit attached to this school. Applicants should be able and willing to work well as a member of a committed team and contribute to curriculum development.

Required as soon as possible.

Infant Teacher.

Scale 1

A caring and enthusiastic teacher required to be responsible for a 1st and 2nd year infant class.

Required as soon as possible.

Mathematics, although other specific curriculum areas would be considered.

Scale 2

A caring and enthusiastic teacher required to be responsible primarily for a class, and in addition to take responsibility for mathematics throughout the school.

Other specific curriculum areas would be considered.

Social Priority Allowance.

MARYLAND INFANT SCHOOL

Corney Road, London E15 1SL.

Head Teacher: Mrs J. L. Jones.

Number on Roll: 140 + 80 part-time Nursery.

Required April 1987 or as soon as possible.

Class Teacher

Scale 1

Enthusiastic class teacher to join friendly staff in a well equipped school.

Social Priority Allowance.

PORTWAY JUNIOR SCHOOL

Stratford Road, London E13.

Head Teacher: Mr C. Jameson.

Number on Roll: 206.

Required April 1987.

Curriculum Liaison

Scale 2

Energetic, enthusiastic teacher, wishing to gain experience across the whole curriculum range. Opportunity to work in supportive, liaison role to curriculum co-ordinators of Language, Mathematics/Science, and Resources/Project Management.

Commitment to Borough anti-racist and anti-sexist policies essential.

Previous applicants will be considered.

SCOTT WILKIE PRIMARY SCHOOL

Hoskins Close, London E16 3HD.

Head Teacher: Ms V. J. Pearce.

Number on Roll: 330 + 60 place Nursery Unit.

Required April 1987.



London Allowance £1,215. Application forms and further particulars (s.a.e. please) are available from the Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD to whom completed forms should be returned by 31st March 1987. An Equal Opportunity Authority

CLASS OF 87?

Haringey

PRIMARY TEACHERS

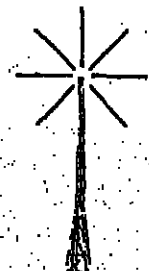
We will have a variety of Nursery/Infant and Junior Scale 1 Appointments in September for newly qualified teachers.

We offer you:

- A secure start to your career in a progressive and supportive Authority
- Planned induction courses and extensive in-service training
- Among the best pupil-teacher ratios in the country
- Visits to schools to ensure you start your career in the one that's right for you
- Possible assistance with finding accommodation
- Full Inner London Allowance

For application form and further information please contact Haringey Education Service, 48 Station Road, Wood Green, London N22 4TY, telephone: 01-881 3000, ext. 3147. Applications should be returned by 3rd April 1987.

Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.



EXTRA

EXTRA

NEW in Reading 360

CLARD Cardbooks for Levels 7 to 13

These provide all the material in the CLARD Cards in convenient book form suitable for use with larger groups.

Available as sets of 4 Cardbooks per Level with the Teachers' Notes.

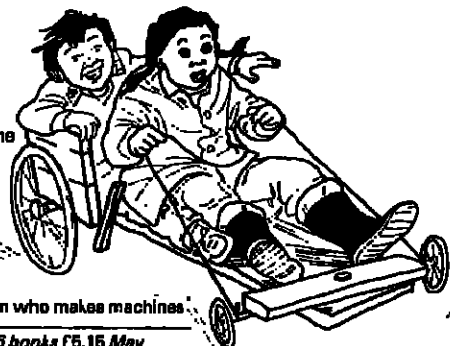
Level 7 Cardbook £5.95	Level 11 Cardbook £7.95
Level 8 Cardbook £5.95	Level 12 Cardbook £10.50
Level 9 Cardbook £5.95	Level 13 Cardbook £12.95
Level 10 Cardbook £5.95	

Level 5 Little Books

Colourful books for children's individual reading, reinforcing the core vocabulary in Reading 360 Level 5 and giving the children the confidence to enjoy extra breadth of reading.

Fun in the snow/Ken's go-cart ride/Map did it!/How dogs can help us/The Mayor goes into Space/The man who makes machines.

Level 5 Little Books One set of the 6 books £5.15 May
Level 5 Little Books Group Reading Pack Six sets of the 6 books £26.95 SAVING £1.35 May



New for Infants in Ginn Extension Reading

Look At...Books Second Series by Cliff and Bernice Moon

Ginn Reading Level 5 Suggested age range 5 to 8

Concerned with men-made items, investigating the how and why of their development through history and technological change — this second series provides a balance to the popular Look At...Books First Series.

Look at a Pen/Look at a Coin/Look at a Telephone/Look at a Lamp/Look at a Watch

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Look At...Books Second Series Group Study Pack
Four sets of the 6 books with Teachers' Notes £26.95 SAVING £1.35

Story Poems by Pamela Mordcaul Publication April

Ginn Reading Level 6 Suggested age range 5 to 8

Eight delightful poems giving experience of the magic in the sound of words — excellent for sharing and reading aloud. Beautifully illustrated in full colour.

Our House/Remember/I'll wave/Wave a Wand/Grimma's House/Another Man/Jammy/I'll wave/Horse

Story Poems One set of the 8 books with Teachers' Notes £8.25
Story Poems Group Reading Pack Six sets of the 8 books with Teachers' Notes £26.95 SAVING £1.35

Rhyme Readers books 9 to 14 Publication April

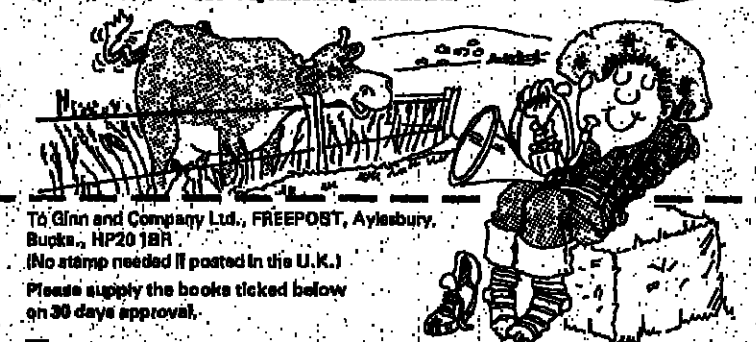
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Six more nursery rhyme books at a slightly higher reading level than the very popular Rhyme Readers books 1-8. Superb full colour illustrations.

Old Mother Hubbard/The House that Jack Built/The Three Little Kittens/Simple Simon and Other Rhymes/Sing a Song of Skippers and Other Rhymes/I'll be the Sea Wee Wee and Other Rhymes

Rhyme Readers books 9-14 One set of the 6 books with Teachers' Notes £8.95
Rhyme Readers books 9 to 14 Reception Pack
Four sets of the 6 books with Teachers' Notes £26.40 SAVING £1.40

Published by Ginn and Co. Ltd., Portland House, Parsons' Row, Aylesbury, Bucks., HP20 2JZ Registered in England No. 842487



To Ginn and Company Ltd., FREEPOST, Aylesbury, Bucks., HP20 1BR
(No stamp needed if posted in the U.K.)
Please supply the books ticked below on 30 days approval.

- ☐ one set of Reading 360 Level 5 Little Books (002 23364 4) £5.15 May
☐ one set of Look At...Books Second Series (002 22840 8) £8.90 March
☐ one set of Rhyme Readers books 9-14 (002 22866 2) £8.95 April
☐ one set of Story Poems (002 22876 X) £8.25 April

Name _____
School Name and Address _____

Postcode _____

Signature _____

The secondary school connection

Pleasure period

COLIN OSBORNE

In the primary school, reading development is an immediate concern to staff, but in the secondary school both reading development and reading often occupy a less important place in the curriculum. After the publication of the Bullock Report the ILEA Inspectorate asked all secondary schools to consider its implications. At Forest Hill School we were concerned at the lack of reading both within the curriculum and at home by pupils and a working party was set up to look at ways of raising reading standards in the school. The working party included staff from all departments and the school librarian.

The working party decided to divide reading into the three areas: learning to read, reading to learn, and reading for pleasure and to consider the latter area first, as it was thought that an increase in the pupils' voluntary reading would lead naturally to an increase in the reading skills required in the curriculum. While reading for pleasure was being considered by the working party, Forest Hill School became one of the trial schools for "The Effective Use of Reading Project" and through this project, and associated school-based INSET, many of the strategies developed in the Project have been incorporated in the curriculum. At the same time, also in response to the Bullock Report, the Special Needs Department moved away from a system of Remedial Forms to one of extraction in small groups, from mixed ability forms, according to need (up to a maximum of a quarter of the timetable in cases of severe need). There is also some in-class support across the whole literacy range — reading, writing, and spelling. The working party thus decided to concentrate its efforts on the area of reading for pleasure.

Initially the working party monitored the reading ages of all boys in the school (using the Capedol test), the reading levels of a 10 per cent random selection of books from the school library (using standard readability measures), and carried out a replication of the survey by Lunzer and Gardner

(The Effective Use of Reading, 1979).

These surveys showed that little reading was done in the classroom, that the library stock did not adequately cater for those boys of low reading age, and that for many boys reading for pleasure was not a cultural norm.

The working party suggested having a daily reading-for-pleasure period and the staff voted unanimously for its introduction, even though this would mean a reinvestment of time by all departments in the school. There was then a considerable amount of discussion and negotiation between staff unions and management as to how the school day should be arranged and the teacher/pupil contact time preserved as previously. It was finally agreed to have a 35-minute reading period after lunch four days a week. This time was made up by shortening the other double periods by 5 or 10 minutes and by taking 5 minutes from lunchtime. Since its inception, changes have been made to both the length of the school day and the pastoral system in the school. At present the Reading Period lasts for 25 minutes 4 days a week within a horizontal year tutor-group system divided into 4 houses.

The school librarian became an essential part of the scheme since she had radically to increase the number of fiction books in the library to provide a box of about 75 books appropriate to the reading levels of each group of 30 pupils. The librarian and her assistant have proved invaluable in helping in running the scheme in a way that often the boys' own tutors could not. The boxes may be changed at any time, although on occasions each tutor group has the library to itself in either tutor period (morning) or reading period (afternoon) to choose a new box. Boys may also visit the library during reading period to select a new book. Books need not be selected from the book boxes. Pupils are encouraged to bring in books from home, to read

magazines or newspapers, but are not allowed to do written work.

Since the introduction of the scheme the school has held an annual Fair where pupils are given approximately £2 each to purchase books for their book box. This money is raised by the school's fund raising committee and the Fair has given a welcome impetus to the scheme.

Parents are given feedback in reports on the level of reading ability and attitudes to reading. Parents of first-year boys in particular are encouraged to become interested in the children's reading and are given advice and encouragement to hear their boy's read even before they join the school. Poor readers are catered for by with provision of essays, by detailing some of the additional staff to listen to their read and by the provision of taped stories that the poor readers can follow. This is in addition to the normal remedial/support provision. Other activities include readings and storytelling by experienced members of staff, reading-related activities on the schools' computer network, and the involvement of senior pupils in helping poor readers develop their skills.

The scheme is monitored in several ways. Most importantly, the annual Capedol test of reading age of every pupil in the school is statistically analysed by a member of the mathematics department. This has shown that the average reading age of a child in the school increases from year to year by a significant degree.

The Reading Period has become an accepted part of the school day at Forest Hill — indeed it would now be difficult for the staff and boys to imagine a day without it. The range of material read has surprised and delighted many staff and led to a greater awareness of the value of books in learning and a massive increase in their use.

Dr Osborne is head of secondary science at Forest Hill School.

Invariably?

Resources for Reading: Does Quality Count? Edited by Betty Root. Macmillan £9.95. 0 333 41773 9.

Any conference proceedings are bound to be diverse but the reader who approaches this book with the expectation of a coherent answer to the question in the title will be disappointed. The volume is really a UKRA miscellany, only very loosely held together by its stated theme, and in which the divisions between diametrically different views of the learning and particularly the teaching of reading are immediately apparent.

In her opening contribution, "In Defence of Reading Schemes", Betty Root chooses to widen the gap between the different factions rather than closing it by her polemical presentation of the pro and anti reading scheme

positions. Her stance is at any rate clear: "Currently the 'experts' are intent on causing confusion and disruption and in doing so all they are achieving is an undermining of teachers' confidence... It is totally irresponsible to denigrate teaching techniques which invariably have been found to achieve the required goals."

Raising an eyebrow at the tone of this which is less than charitable to some of the contributors to the book itself, and especially at the word "invariably" — isn't this an extraordinary claim? — one takes issue finally with the content of the statement. This account of what has been going on in reading seems, simply, inaccurate; isn't it on the whole teachers who have been leaders in the move away from scheme-based instruction?

Cliff Moon and Jill Bennett's key contributions were made when both were teaching in schools. Their work, and Liz Waterland's equally important pamphlet *Read With Me*, have reached more people than any academic textbook, and are now having an observ-

able influence on publishers' lists. One is tempted to conclude that what we are witnessing is, in essence, the rejection of a particular brand of "expertise".

Certainly it is "experts" who predominate in this collection of papers. The most readable contributions are those which address themselves directly to the issues that Betty Root raises. Ralph Lavender writes as powerfully as ever about the role of story in the education of the emotions, while Cliff Moon, in a closely and cleverly argued history of recent reading history, offers a series of telling parables of primers.

Elsewhere in the volume there is an informative piece on mapping and mapping comprehension by Sue Sholl, but the most consistently interesting section is the one on writing, which contains chapters by Margaret Peters and Bridget Smith and several helpful references to the role of the word processor in writing in the primary school.

Myra Berris

57 varieties

Games to Develop Reading Skills. By Jim McMichael and John McEntee. NARE Publications: £1.20.
Word Quest. By Michael Thompson. Learning Development: Aids £3.75.

One of the standard discreditable things which children have to learn is that they are not allowed to become literate until they have run the gauntlet of phonic blends, syllabification, suffixes, components and word attack skills, to name but a few of the expert-devised concepts which surround — may encumber — the teaching of reading. At one time these were often taught without any justification, now they are taught as the necessary

related wisdom of those who know about such things, we can do it through games.

Games to Develop Reading Skills has, in this third edition, various additions and improvements. The 57 reading games it describes are now grouped according to the skills they practise, and there are some new sections including those on sight vocabulary and word attack skills. There is also a new comprehensive and annotated list of commercially available games.

The games themselves range from simple movement activities to help build body image and spatial awareness, to quite complicated treasure hunts and codes for which cards need to be prepared. The introductory part of the book is sensible and should be studied, particularly the various cautionary paragraphs about the limitations of games.

Word Quest is an adventure game book. The reader is set in each

numbered paragraph, a problem which she must solve before moving on to the next. A correct answer brings progress, a wrong one brings a terrible fate — having one's throat torn out by the Mad Consonant Dogs is a typical hazard. The ingredients of the adventure come from the familiar genre which includes wizards, swamps, monsters and magical happenings. Although intended for pupils with reading and spelling problems, the whole task calls for quite sophisticated reading and comprehension skills and is intended for the 11-plus age group. It is thus best used by older children who do not have specific problems, and is not suitable for, nor indeed intended for, use by young children who are learning to read. A wide variety of spelling rules is covered, and the game itself will probably appeal to many children. A separate explanatory booklet for parents and teachers is included.

Gerald Hines

Letters from America

MARY JANE DRUMMOND

Literacy in American schools: learning to read and write. Edited by Nancy L. Rief. University of Chicago Press £21.25. 0 28 77177 6. £9.25. 77178 4.

The consensus seems to be growing that our schools are in deep trouble... Relax, relax! This is not another philippic from the teacher-lashing Right, but the opening paragraph of a serious collection of essays about *Literacy in American Schools*. The book is devoted to answering some of the questions that are keeping our colleagues in the States awake at night: for example, from the introduction: "Why are we experiencing difficulty teaching our children the pre-requisite skills necessary to understand and produce text? Why has such an important area become so problematic? Good questions; and there are plenty more inside, as the nine authors want to their homes; but I'm not sure about the quality or availability of the answers."

There is a short research paper by Isabel Beck and Margaret McKewen, for example, that offers us the news that if you give children better preparation for understanding a story they are just about to read, they understand it better. George Hillocks Jr has a more statistical approach: his analysis of more than 500 reports of classic pre-test/post-test experiments in the field of literacy reveals that "the environmental mode of instruction is



"Which card is the queen?" "The witch and her cat flew on the broomstick." — drawings from *The Which Word?* Picture Dictionary by Barry Johnson, with illustrations by Dabbo (Basil Blackwell £4.95 and £2.95)

over four times more effective than the traditional presentational mode, and three times more effective than the natural process mode". The careful reader notes the triple use of the defining "the", and, in search of a definition of effectiveness, learns that Hillocks has excluded from his survey all studies that did not score students' compositions along a scaled continuum.

Judith Langer, reviewing 10 years of reading and writing studies, throws up some alarming facts and figures: one study shows that at age 9, 81 per cent of students claim to enjoy reading "very much"; by age 17, only 42 per cent still claimed to do so. Another study reports that although 44 per cent of observed lesson time was devoted to writing, only 3 per cent of classroom time was spent by students writing a full paragraph or more. By contrast, a study carried out in 1983 showed that 19 per cent of available instruction time in secondary schools was devoted to testing. Is that an answer or a question?

Charles Perfetti tries to find a compromise position between a decoding definition of reading ("Reading is the translation of written elements into language") and a thinking definition ("Reading is thinking guided by

print"), and comes down heavily on the side of the decoders: "It is hard to imagine a more misleading metaphor for reading than the one that invites us to think of it as a guessing game." Later, as he contends that there is no need to choose between teaching comprehension and teaching decoding, since both can be practised together, he reveals, perhaps unconsciously, his contempt for the whole notion of purpose in reading. "Text materials can be designed to give practice at word identification and comprehension at the same time," I dare say they can, but Perfetti does not pause to consider why children should choose to, or be obliged to, read such texts. Whatever happened to books?

The most exciting paper in the collection is by Sylvia Scribner, who argues effectively that individual literacy only exists in a context of social literacy, and that the search for the meaning of literacy is an enterprise of social analysis, not a quest for static and universal standards.

She explores three possible metaphors: literacy as adaptation, as power, and as a state of grace, finding within each of them different meanings and values. She suggests a number of challenging and awkward questions that those who call for "improvements in literacy", as if literacy were an

unproblematic concept, would do well to ponder.

Her ruminations are complicated and enriched by a brief account of a traditional non-literate subsistence farming society: the Vai people of West Africa. Here the Vai have practised literacy for over 150 years in a syllabic writing system of their own invention, passed on through the generation without the benefit of schools or teachers. Vai script has some useful everyday functions, but it seems to have been more important in protecting secrets and allowing clandestine machinery of Liberia. Furthermore, the creative value of Vai script is culturally recognized: virtually all Vai literates keep a diary, and many engage in creative acts of composition.

Scribner uses this description of what literacy means in one small society to call into question the ethnocentric simplicity of her country's attempts "to define one set of organizing principles for literacy education". One last question: what ever would she say of a country where the Secretary of State for Education proposes national testing for achievement in literacy at the age of seven?

Mary Jane Drummond works at the Cambridge Institute of Education.

Balance

Five to Eight. By Dorothy Butler. The Bodley Head £4.95. 0 370 30672 4.

Dorothy Butler's absolute commitment to getting books to children was made abundantly clear in *Babies Need Books*. In *Five to Eight* she carries the arguments into the terrain of children who are just beginning to enjoy reading alone as well as being read to. Her concern is to make happy, enthusiastic readers — children who have a sense of story and understand the particular pleasure that books can bring.

The proposals here for parents are clearly defined and easily read as Butler does not let the reader get bogged down in jargon or the technicalities of learning to read. Instead she defines a way of life which incorporates books and children in a happy balance. She presupposes a degree of involvement on the part of the parent which may be idealistic but, for those who do want to spend time with their children in this way, her understanding of children's emotional needs makes a sound platform on which to practise her theories about books.

Having outlined her approach, Butler then devotes a chapter to each of the years from five to eight. She explains what children of different ages get out of books and how they can assimilate what they read, making clear, of course, that these are guidelines rather than rules. For each chapter she gives an extensive, annotated book list, naming some of the best books of the 1970s as well as more recent titles, all suggestions which are sound, if a little unadventurous.

The strength of *Five to Eight* is the author's commonsense approach to children, family life and books. While she does not underestimate the importance of learning to read, she argues that this new skill should not be acquired at the expense of the old skill — and pleasure — of listening.

Julia Eccleshare



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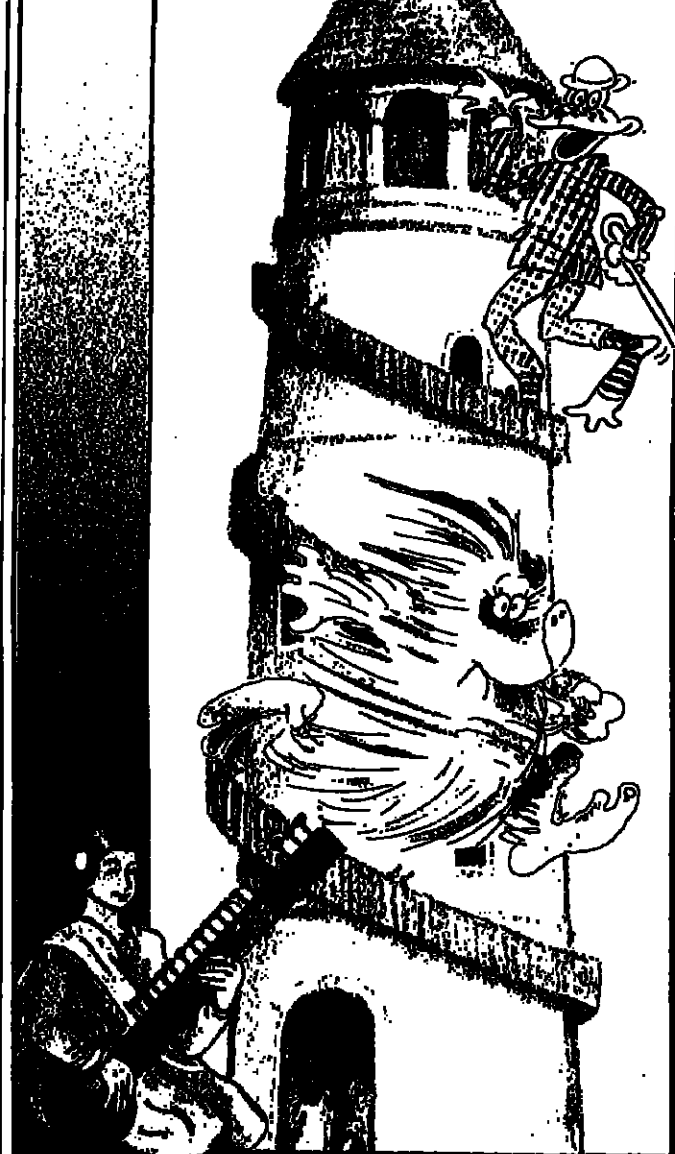
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Cognitive Analysis of Dyslexia. By P H K Seymour.
Routledge and Kegan Paul £26.50, 0 7100 9841 3.
Dyslexia at College. By T R Miles and Dorothy Gilroy.
Methuen £4.95, 0 416 39670 4.
Seeing Straight. By D Croall.
Marshall Pickering £2.25, 0 551 01350 8.

Books about dyslexia generally come in three varieties: those for researchers, those for teachers and those for parents, with the occasional book for the dyslexics themselves. These three books represent examples from each category.

Seymour's *Cognitive Analysis of Dyslexia* is written unequivocally for researchers. It reports an experimental investigation of the reading process of normal and dyslexic individuals using a cognitive approach applied to an information processing model of basic reading functions.

Recent trends in research into reading difficulties have moved away from the concept of a single unitary condition to account for dyslexia and have instead focused on the identification of a number of subtypes usually grouped together on the basis of performance on a battery of tests. Seymour argues convincingly that a better approach is to construct detailed descriptions of individual cases rather than groups and once a sufficiently large number has been collected to determine whether distinctive subtypes exist.

Applying this procedure to his own data, Seymour presents fascinating information on each of his subjects. While this procedure certainly helps to document the range of possible reading difficulties, it is difficult to see what conclusions can be drawn from such data, other than the fact that poor readers exhibit an almost infinite variety of differences. Seymour himself prefers to focus not on subtypes of impaired individuals but on the processes affected, thus giving rise to three types of dyslexia - visual processor dyslexia, morphemic dyslexia and phonological dyslexia, each associated with impairment in the process identified.

Seymour's experimental work is clearly described, logically presented and carefully argued. But there remain important shortcomings. The two samples, one group of 13 competent readers aged 11 and 12 years and a group of adolescent and young adult dyslexics, on which the entire book rests, are small and the criteria for their selection is far from clear. No attempt is made to compare the performance of the two groups directly, indeed there is little information about the comparability of the two samples which differ considerably in age, to a lesser extent in IQ and possibly in socio-economic background, factors all known to be associated with differences in reading which could alone account for disparities between the two groups. A further concern stems from the tasks the readers were asked to perform: word reading tasks, non-word reading tasks, matching and decision tasks, all of which are of limited relevance to reading and comprehension. Possibly Seymour's most helpful contribution is to show there is as much variety in performance within

Dyslexia

Different strokes

PAUL TANSLEY

the competent readers' group as there is among the dyslexics, a point frequently overlooked when comparisons are made.

Dyslexia at College is intended for young dyslexic adults, their teachers and advisers and as such fills a gap in the market. It takes the reader through the various stages along which dyslexics enter college, polytechnic or university might progress and offers practical advice on a range of pertinent issues including choice of course, social relationships, and taking examinations. Many of the suggestions given are, as the authors themselves point out, equally applicable to non-dyslexics, particularly the useful sections on

relatively minor points this is a useful and readable book for all those whose academic progress through tertiary education.

Dot Croall's book, *Seeing Straight*, is written in more proselytizing style. It recounts the experience of the mother of a dyslexic boy from birth until the present day, written from a Christian viewpoint. Although at times difficult to follow as it does not always keep strictly to a chronological sequence, it is a lively, interesting account, interspersed with extracts from reports given by Paul's teachers, an educational psychologist, and Dr MacDonald Critchley who diagnosed Paul as being dyslexic.

Parents will find much to identify with in this book and will be heartened by Paul's success - although



An illustration from *Our Village*, by Audrey Balfourbridge. This film book is specially designed to help children with dyslexic problems. Contains Publishers, PO Box 528, Slough SL2 3XA. £2.95.

study skills, but anxious parents and tutors will find much to interest and reassure them in these pages. Although the book is intended for dyslexics as well as their mentors, sometimes the language and sentence construction may appear daunting; terms such as "simplifier" and "per impossible" serve to complicate rather than spell out the message. Dyslexic readers may find the four case studies written by successful dyslexic students easier to read.

The difficulty of writing for a multiple readership occasionally shows through as the text shifts from advice to the student, his tutors and even to examination boards. Some of the suggestions intended for examining boards might not find favour outside the dyslexic community. The idea that dyslexic students should receive special consideration because they have "good days" and "bad days", sometimes misread key words, and have "taken trouble" despite an apparently poor script, could apply equally well to

many a normal reader. Despite these non-Christians may find the religious message a little overpowering. The description of the "dramatic moment of sudden healing" when Paul is apparently "cured" of his dyslexia is less than helpful to those who have faced long years of limited progress towards overcoming their reading difficulties. A more pragmatic explanation, which the author herself suggests, may lie in the late maturation of the eye muscles, which stabilise the tendency for words and figures to keep moving on the page.

All three books assume the existence of dyslexia as an identifiable condition, a concept by no means generally accepted in the educational world. Much of their content may apply equally to all those with reading difficulties; the separation of dyslexics into a special category is neither empirically sound nor educationally desirable; with this caveat each of the books will be of interest to their respective audiences.

FS rule OK

Reading. By Frank Smith.
Cambridge University Press £4.95, 0 521 31285 X. Second edition.

"Frank Smith" said a teacher of reading to a friend of mine recently: "I'm the one who's gone out of fashion" and she settled comfortably down at her desk to design some fresh close material (thereby unconsciously proving Frank Smith wrong on one small point: "No one in real life ever leaves blanks in written sentences for the reader to fill in").

What happens to a prophet who goes out of fashion? His publishers, a second edition. Frank Smith's 1985 edition of *Reading* is now in paperback.

teachers who, tired of seeing the little red book waved at them from platforms, have taken the plunge and read it for themselves. There is a minimum of new material: one short chapter on computers (the threats and the promise), half a short chapter on beginning reading, and a number of references to recent research, neatly grafted on to the 1978 text; most of what was said in the first edition remains unchanged.

So if you are a member of the Frank Smith fan club and still have your first copy, give it to a friend and treat yourself to a crisp new one; all your favourite one-liners are there: "Children do not learn from nonsense"; "Phonics works if you know what a word is likely to be in the first place"; "Reading cannot be taught".

And if you've been living in a cupboard since 1978 and don't know what all the fuss is about, if you never follow the "rule" but do read, you may become a convert, or a sceptic or a merciless opponent, but you will be made to at least up, if not drop out arguments. Frank Smith is not attempting to ston the reader into submission; he is warning away a deeply serious issue, without conflict that, he believes, is becoming ever more acute. The advocates of "programmatic instruction" in reading are gaining ground, and "insight", untutored intuitions and "insights", which Frank Smith celebrates in his new preface, are not defence enough against the philosophy of the systems approach. To join the debate, teachers need to be informed, not instructed, by "argues" and "continues": "the teacher of reading is never the absence of advice." But I can't resist one more read *Reading*.

John Bald

EXTRA

Children's books: the secret of success

Never mind the phonics

IRENE YATES

Right. Sit up straight and pay attention! This being Friday morning, we're having a test. One - Can you name 10 popular authors currently writing for the 5-11 age group?

Two - Do you know what Max wore last night?

Three - Who was some pig and what's the name of his mentor?

Four - What's so special about Tyke Tiler?

Five - Who opened the door at the thirteenth stroke?

Six - Well, I could go on, but I won't. Whether you know the answers or not you're probably aware what I'm getting at. How well do you know children's books? I'll admit that finding your way through the mass of available fiction is no easy matter. It's a demanding task, not one to go into half-heartedly - you'll either do it or you'll decide in the early stages that there's no point.

Is there?

I believe there is every point. We, who are actively trying to encourage our pupils to read with interest, with enthusiasm, with love ought at least to have some perception of the resources

available. Though to call books "resources" seems to me tantamount to calling a spade an instrument for excavatory indentation of the sod. A book is a romance, a door into another world. And somewhere there's one to fit exactly how you are at any given moment. It's just a matter of finding it.

The most useful key to success in reading seems so obvious to me, I can't understand why everyone doesn't see it so clearly! Surely, just as you and I choose when we want to read Jane Austen, *The TES*, or the *Beano* - our charges have their own needs and expectations from their reading material. Never mind the phonics, never mind the visual/perceptual/auditory skills etc etc. If you can get a child switched on to the printed word, that child will learn to read one way or another simply because it wants to. Because it's satisfying. Because it's fun.

So much research has shown that children from book-owning homes learn to read much more naturally than children from homes where the printed word doesn't have any function, that it would be superfluous to discuss it here. It's quite obvious that the difference

between those two kinds of background is that in one, reading means pleasure.

All you have to do is ask yourself - why do we, as adults, read? We read for different reasons, maybe for work, research, and so on - this might come under the heading of "duty" reading.

But why do we read voluntarily? The latest Forsyth, Archer, Weldon, Lesing? We read for escape, of course, for vicarious adventure, satisfaction, to find out about the world. To get some insight into the human condition.

These objectives aren't too high and mighty for the infant/junior child. Why shouldn't they be encouraged to read for the same reasons? Then they might discover that reading is an activity to be enjoyed, an activity to comfort and support, instead of the struggle and confusion that many of them find it.

It's through our own joy in story that we can communicate to our pupils the enthusiastic spark that will set them blazing the trails of literature. I've no patience with the teacher who blithely

reads a chapter of any book he happens to have to hand and says "There you are, if you enjoyed it - read that rest of it for yourself." I find it sad that this still happens. Reading aloud, and talking with them about books, is the way to turn them into readers. I can't wait for the day when every primary school will establish, and be proud of, its own literature policy or syllabus - chuck all the old reading schemes out of the cupboard I say, and bring in the real goodies.

Read them yourself and enjoy them. Swap them in the staffroom. Harangue your colleagues with ideas for follow-up, extension, enrichment. Aim at developing your pupils' use of language both spoken and written, through story. Let them see for themselves, and understand, the relationship between written and oral narrative. Encourage them to respond, intuitively and evaluatively, to characters, relationships and problems, at their own level. Provide them with experience of as many literary forms as you can lay your hands on, to say nothing of different cultural heritages. Above all, use your own expertise to develop positive attitudes to

words books and reading, thus creating independent, fluent, joyful readers. Just how am I supposed to do that? You protest. And I answer: It's so easy you hardly have to think about it. You need to provide them with a role model worth emulating. That role model is you. And all you have to do is read the books.

Answers to questions: 1) There are hundreds, I couldn't pick 10 out, it wouldn't be fair. 2) Max wore his wolf suit that night in *Where the Wild Things Are*, by Maurice Sendak. (Picture Puffin, 0 1405 013 16). 3) Wilbur was "some pig" and Charlotte, the spider, his mentor in *Charlotte's Web*, by E B White (Puffin, 01 40301852). 4) Despite all assumptions to the contrary, Tyke Tiler turns out to be a girl in *The Turbulent Term of Tyke Tiler* by Gene Kemp (Puffin, 01 40311351). 5) Tom opens the door into his Midnight Garden when the clock strikes 13 in *Tom's Midnight Garden* by Philippa Pearce (Puffin, 01 40308938).

Irene Yates is a primary teacher and has been working for a BPhil (Ed) at Birmingham University

It takes two

Helping Children Read: The Paired Reading Handbook. By Dr Roger Morgan.
Fontana £2.95, 0 416 96540 7

In Paired Reading, a learner and a fluent reader read aloud together from a text chosen by the learner, without skipping any words. If the learner makes a mistake, the fluent reader repeats the word and the learner says it after him. If the learner wishes to continue unaided, he taps the book or nudges the fluent reader, who then stops and joins in again once the learner makes a mistake and fails to correct it. Paired Reading is normally used at home in six-week bursts, but has also been used in schools, sometimes with pupils as fluent readers.

Unfortunately, this specific technique is so commonly confused with other co-operative reading activities that Dr Morgan, who devised it some 10 years ago for use with failing readers, has described it as "just simple enough to muck up". His clear account of its development and application should help to dispel any prevailing misconceptions.

The central ideas of Paired Reading, derived from behavioural psychology, are that stress should be minimized, that the learner should have a model and also that he should have a considerable degree of control over his own learning. The process described above, for example, automatically increases the level of support when a learner chooses a difficult book, contains no element of criticism, and creates conditions under which an adult is able readily to praise a child, by ensuring that, either with assistance or on his own, he gets the reading right.

The research evidence surrounding the technique is somewhat less convincing than Dr Morgan suggests. His own research, which used the Neale Analysis before and after six weeks of Paired Reading, was a reasonable way of establishing the viability of the idea, but has led to a pattern of short-term testing, the results of which are generally positive but highly inconsistent.

Attempts are under way to improve research procedures, although extraneous factors make it difficult to assess long-term effects which are already attributable to the technique. Nevertheless, the surge of enthusiasm among those who have used Paired Reading is undeniable, and some individual teachers' results have been truly outstanding. It will repay investigation by anyone who teaches reading, and Dr Morgan's book is a very good place to start.

John Bald

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Volunteer reading help

C is for confidence

The teaching of reading is increasingly being seen as an act of partnership between parents and teacher. This is entirely desirable, and if properly handled will mark a significant break with the misconceived notion of the teacher as sole repository of pedagogic expertise.

To my mind, though, it needs to go a bit further. There is no doubt that the most serious obstacle to progress in reading is the development in the young reader of emotional stress which leads on to fear of failure and ultimately to reluctance to face the task at all. No matter how open and liberal the philosophy of a school may be, the child who reads to his teacher is inevitably put under severe pressure simply by her silent presence. And similarly, while the substitution of parent or teacher may change the nature of the stress, it does little to reduce it and may in fact make it worse. When we discuss with parents how they can involve themselves in reading, we spend a good deal of time — or we should do — explaining about the dangers of inducing anxiety.

This is why I have come to believe in the benefits of having in school adults

who are neither teachers nor the parents of the children they help.

In our school we have about half a dozen such people. Some are housewives who have their own children in the school. One is a retired man with no background in education; another is employed on a local MSC project. They come regularly into the school once or twice a week and spend half a morning or so in the open area outside the class bases listening to children individually for about 10 or 15 minutes at a time. There is nothing very earth-shaking about this. The children read, the men and women listen, comment, help and chat. What matters, though, is that the children relax, unwind, smile and enjoy what they are doing. "They're nervous at first," said one of our ladies, "but they soon settle down and stop worrying about getting it wrong."

It is important to trust the people who do this. Each has his or her own qualities to offer. To bind them with too many guidelines would be restricting and untrusting, and I feel that bit of advice we offer is more to do with building their own confidence than with any conviction on our part that

GERALD HAIGH

they need telling what to do. They make judgements all the time — to go on and finish a chapter, to stop early, to change to something else. "If they start puffing and blowing, I just stop!" as one lady put it.

The result has been a decrease in the tendency of reluctant readers to shy away from print — and, of course, there is a bonus in terms of relationships at all levels. Jim, a stocky retired Scotsman who is loved by the children, has had a new dimension added to his life, and is now starting to cast a speculative eye over our neglected flowerbeds.

There are, of course, other ways of involving volunteer reading helpers, and we ourselves feel that we could develop in some of the directions favoured by, say, the organization Volunteer Reading Help. This is a registered charity which was founded in 1973 by the present Chairman Susan Belgrave. VRH started in London, and the main focus of its operation lies in the ILEA area, where it has 244 helpers working in 134 schools. Some

of the VRH principles are clearly intended to forestall possible doubts among heads and teachers — no volunteer, for example, works in a school where her own child is a pupil. I find it interesting, too, that VRH workers operate entirely outside the school curriculum — no class reading books are used, and there is no requirement for consultation with the teacher.

The volunteer gives a half-hour at a time to each child and has the aim, in the words of Susan Belgrave, of giving "individual relaxed help, and promoting the enjoyment of books". As Maryon Becher, a volunteer, has it, "We're not teaching the child to read. We read to them; they read to us. We may play a game. The aim is to get the children hooked on reading." Quite clearly, therefore, this is not "hearing readers" in the sense which is assumed by most reading schemes. Susan Belgrave shares with me — or rather I share it with her, for she realized it long before I did — a strong belief in the motivation value of intervention by a non-professional non-involved adult.

"We work one-to-one," she says, "outside the classroom and away from the whole classroom scene." (Neither

VRH nor I believe, incidentally, that this is a programme only for children with reading problems — any child will benefit.)

What is very significant for me about all of this is that we are more and more accepting the need to break down the apparent omniscience of the teacher. VRH's insistence that they are "not teachers" is understandable in terms of their need to gain access to professional strongholds, but there is a sense in which to say it both restricts understanding the notion of what we mean by teaching, and also somewhat undervalues their own educative achievement. "Education" is, for me, a word-robe concept which we cannot expect to keep to ourselves.

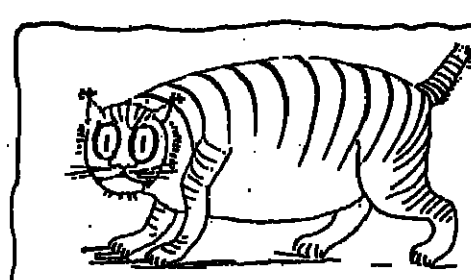
VRH has now spread into other areas of the UK, and anyone interested in knowing more, or starting a group in their own area can find out more by writing to them: Volunteer Reading Help, ILEA Centre for Language in Primary Education, Sutherland Street, London SW1.

Gerald Haigh is head of Henry Bullard CE Middle School, Bedford, Warks

On several occasions in recent months, articles have appeared in the press on a longitudinal study of more than 400 children by Peter Bryant and Lynette Bradley at the University of Oxford (published in *Children's Reading Problems*, Blackwell). The study indicates that a significant predictor of children's success in learning to read is their ability to detect rhyme and alliteration at the age of four or five. It is not easy to generalize widely from the results because the specific focus of the research has been an attempt to explain the relative underachievement of children whose reading problems cannot be easily explained by an analysis of environmental or individual factors. Nevertheless, the research findings do raise some questions about influential ideas on the nature of the reading process and the kinds of text which best generate growth in reading skill in the primary years.

In some ways, the findings point to something of a paradox. This paradox centres on the suggestion that there has been a decline in schools in the use of the very form of language which particularly promotes an awareness of rhyme and alliteration — poetry. This decline was identified more than 10 years ago by the Bullock Committee which drew attention to the importance of children being able to discriminate between the sounds of English (of which there are over 40, according to accent) in learning to read. They went on to suggest methods which had "unaccountably fallen out of favour — rhymes, jingles and alliteration".

More recently, the various HMI surveys have commented on the apparent lack of the use of poetry in schools throughout the primary and middle age ranges. At the time of the HMI Primary Survey, the majority of the children were not reading any poetry voluntarily. The 9-13 middle school survey reports that frequently poetry was used by teachers only for comprehension exercises and handwriting practice; the teaching of poetry was considered to be satisfactory in only half the schools in the 4-7 middle school survey; and the first school survey reports an especially noticeable



*C was a lovely Puffy Cat,
its eyes were large & pale;
And on its back it had some stripes
and several on its tail.*

Rhyme and reason

Poetic paradox

ROGER BEARD

There is also something to be said for reconsidering the nature and range of texts used to develop early reading. Recently, there has been a good deal of interest in the value of using stories with young children, because of the contextual support which narrative provides and because of the wealth of children's literature which can be brought into the mainstream teaching of reading, enriching reading schemes or even replacing them.

However, it would be a mistake to capitalize upon the literary strengths of good narrative prose, without also looking at the potential of good poetry in early literacy work. It is possible that rhyming poetry is less used than might be expected, because of fears that children may be over-concerned to try to emulate its difficult disciplines in their own writing. It also has to be recognized that the "second golden age" of children's literature in the 30 years after the Second World War did not include a comparable flush of poetry for children. The more recent "golden age" which has been centred in the hands of several readers does not seem to offer the patterns of rhyme

which lie at the heart of this focus on the reader-text relationship, although if irreverence is required, children can turn to the poetic forms of Spike Milligan or the rhyming couplets of Roald Dahl.

In my work for a forthcoming book on reading, I was impressed, nevertheless, by the wealth of material which is available for teachers across the 3-13 age range. For the very young, Janet and Allan Ahlberg regularly integrate rhyme into their books, for instance. *The Dr Seuss* books (Collins) make rhyme the centre piece of their appeal. Wide-ranging anthologies include Elizabeth Matton's *This Little Puffin*, Raymond Briggs' *Mother Goose Treasury* (Hutchinson), and Kenneth Grahame's *Stones* and Andrew Mann's *My Father's Goose Comes to Cable Street* (Puffin).

In poetry, as elsewhere in the curriculum, there is always the danger of taking for granted well-known names and subjects and underestimating the fresh thrill which they can bring to successive generations. This is especially so with the older primary age-range, for whom the best of the poetry of James Reeves still stands, in my view, head and shoulders above that of most post-war children's poets. I recently read his *How to Grow a Poem*, a primary guide to the making of poetry by its simple images and structure.

Indeed, it is striking how far the children from the Puffin Club who chose the outstanding collection edited by Kay Webb, *I Like This Poem*, opted for traditional poetic patterns.

Not just because I am a fellow Cornishman, I would put Charles Causley very near the top of my list, because of his remarkable control in harnessing rhyme and narrative structure in his ballads, which almost invariably have a secret waiting for children to discover, most notably in his collection *Fligge Hobbin* (Puffin Books).

A serious consideration of the role of poetry in the primary curriculum will need to take account of a range of genres. Enjoyment of contemporary nonsense verse can be enhanced by hearing or reading some of the greatest of the past: Lewis Carroll, Edward Lear, and the wonderfully original Ogden Nash. I would put Robert Louis Stevenson, Christina Rossetti, and Walter de la Mare as well as some of the modern greats such as Henry O'Neill. In terms of imaginative power, though, there is little in the past to rival the enormous scope of Ted Hughes. Another contemporary strength can be found in comic verse where Michael Rosen, Allan Ahlberg and Roger McGough are outstanding.

A serious read of re-read of these and other writers provides a fascinating reminder of the unique qualities which poetry offers children, allowing them to experience a distillation of language in which the words on the page are specially shaped to convey thought and feeling. There are now some imaginative practical books available on the teaching of poetry, but these tend to concentrate on responses and writing. Relatively few books really take account of the major role which poetry can play in early reading development, especially if it is read aloud to children, to be savoured by ear and eye.

Roger Beard is lecturer in primary education at the University of Leeds and author of *Children's Writing* (Penguin) and *Children's Poetry* (Hodder and Stoughton Educational).

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**0203, Brandon Road,
 (0203) 447070.**

SCHOOL & COMMUNITY
pad CV2 4JW.
1099 on rally)
 mber 1987. **SECOND IN**
ONOMICS Scale 2. Lively
 in a successful department.
 s of a multi-cultural School and
 rred.

ADD GIRLS'
E SCHOOL, Nutbrook
Tel. 0203 466726

er with full curriculum addresses of two, one of whom should be teacher, to the Head Teacher a within 10 days of isement (unless otherwise if acknowledgement



CITY of
Coventry

Cash benefits (fixed)
 Comprehensive IAS
 Comprehensive IAS, 11-18.
 Roll
 From September 1: well qualified
 (Scale 1 - Scale 2 available for
 11-15 years experience)
 across the full age and ability
 range, including "A" level
 work. SMET 11-15 years
 work. Applications are invited
 from newly qualified teachers.
 Relocation grants in
 special cases.
 Application forms and further
 details (see classes) free and
 returnable to the Head
 Teacher, (08035) 133482

GUERNSEY
STATES OF GUERNSEY
STATES EDUCATION
COUNCIL
'ET FETER PORT
SECONDARY SCHOOL
SCALE 1 MATHEMATICS TEACHER
 Required with effect from
 September 1987. Scale 1
 1 teacher of Mathematics.
 Application forms are
 available from the Director
 of Education, Education Department,
 'ET FETER PORT, Box 35, La
 Caze, Guernsey, (Tel: 0481
 352282). Further details and
 completed forms may be re-
 quested from the Director,
 March 1987.
 (58286) 133498

reference and the Council
 of the County Council
 an attractive recruitment
 incentive scheme. 133498
 (00542)

HERTFORDSHIRE
ALLENBY'S SCHOOL
 11/12 Street, Stevenage SG1
 Tel: Stevenage 354145
 Head Teacher Mr D. Vaisey
 Required for September 1987
 Graduate teacher of Mathematics (Scale 1)
 to direct across the 11-15
 age and ability range.
 should be able to motivate
 and to attract and retain
 willingness to work hard
 with a high curriculum
 ties.
 be the successful candidate
 will be an enthusiastic
 teacher who will help
 develop the subject in
 new areas. C.G. 2
 the subject is
 suitable for a level with
 10 pupils.
 10 pupils.
 Accommodation for a
 teacher and a single
 person.
 the School Headmaster
 by letter.
 Headmaster
 Mr D. Vaisey,
 March 1987 and
 completed forms
 names and
 reference (00546)



Deputy Headships Second Masters/ Mistresses

WIRRAL
WIRRAL HALL CONVENT
11-18 years
Required for September 1987 a full-time Deputy Headship. The successful candidate will be responsible for the school having recently moved from group 2 to top and bottom groups. The person appointed will have responsibility for all aspects of curriculum development and time-table.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

Art and Design Other Assistants

EAST SUSSEX
ST LEONARDS-MAYFIELD SCHOOL
Independent R.C. School for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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KENT
CANTERVURTH ST. EDMUNDS SCHOOL
H.M.C. Independent Day School for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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WILTSHIRE
ST. MARY'S SCHOOL
Salisbury
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

SURREY
GUILDFORD HIGH SCHOOL
London Road, Guildford GU1 1S
Church Schools Co. Ltd.
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

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Computer Studies Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Independent boarding school for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

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Deputy Headships Second Masters/ Mistresses

GLASGOW
GLASGOW ACADEMY
Glasgow G12 8HT
Required for September 1987 a full-time Deputy Headship. The successful candidate will be responsible for the school having recently moved from group 2 to top and bottom groups. The person appointed will have responsibility for all aspects of curriculum development and time-table.

By Subject Classification

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

LONDON SW19
BISHOP'S STORTFORD COLLEGE
A graduate to teach ENGLISH throughout the age range 11-18 years. The successful candidate will be responsible for the school's English department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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HERTFORDSHIRE
BISHOP'S STORTFORD COLLEGE
A graduate to teach ENGLISH throughout the age range 11-18 years. The successful candidate will be responsible for the school's English department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

SHROPSHIRE
SHREWSBURY HIGH SCHOOL
12 Rowley, Shrewsbury, Shropshire SY1 1TN
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

Required for September 1987 an enthusiastic and versatile Art graduate capable of making a major contribution to a team of C.G.S.E. Art teachers in the school. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

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SURREY
NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
Independent School for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

WILTSHIRE
WILKIN COLLEGE
H.M.C. Boarding and Day School for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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WILTSHIRE
WILKIN COLLEGE
H.M.C. Boarding and Day School for 11-18 years (145 in VI Form)
Required for September 1987 a full-time teacher of Art & Design. The successful candidate will be responsible for the school's art department and will contribute to the school's overall development.

By Subject Classification

Remedial and Special Needs Teaching Posts

ESSEX
NEW HALL SCHOOL
Boreham, Essex CM3 3HT

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Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

ST. EDWARD'S SCHOOL OXFORD Appointment of Warden

The Governors of St. Edward's School invite applications for the post of Warden, which will become vacant in September 1988 on the retirement of the present Warden.

Candidates must be Graduates of a recognised University. From whatever Christian background, they should be in sympathy with the traditions of the Church of England.

Particulars of the conditions and emoluments attached to the post and the method of application may be obtained from the Secretary to the Governors, St. Edward's School, Oxford OX2 7NN.

Applications should reach the Secretary to the Governors by 5th May, 1987.

DEPUTY HEAD

Applications are invited from well qualified graduates for the post of Deputy Head (curriculum) required for September 1987. The Governors are seeking a committed and experienced teacher with a concern for curriculum development and all aspects of school management.

This is a new post and preferably will be residential. Applications with curriculum vitae and the names and addresses of two referees should be sent to the Headmistress, from whom further details may be obtained. Closing date: 27 March 1987.

Pipers Corner School, Great Kingshill, High Wycombe, Bucks, HP16 8LP.

ST. FRANCIS' COLLEGE (BOYS/GSAs) LETCWORTH, HERTS Independent Boarding and Day School for Girls 430 Pupils, 4-18 years.

Applications are invited for the post of

DEPUTY HEAD

which will become vacant on 1st September 1987 due to the promotion of the present Deputy Head.

The College, based on Roman Catholic Principles, aims to create a caring Christian atmosphere for all faiths. Applicants, who are likely to have special responsibility for the curriculum, must be a committed Christian; preferably a Roman Catholic.

A detached house free of rent and rates is available, salary will be according to age and experience.

Applications with full C.V. and names and addresses of three referees should be sent by April 10th to the Chairman of Governors, 24 Fitzroy Square, London W1P 6HJ.

HUTCHESONS' GRAMMAR SCHOOL GLASGOW Rector: D. R. Ward, M.A. Independent Co. ed. 1600 Pupils HMC

Due to forthcoming retirements the following two posts will be available from August 1987.

DEPUTY RECTOR

Senior School

DEPUTY RECTOR

Lower School

An application form, together with further details of the post concerned may be obtained from Hutchesons' Educational Trust, 44 Kingfisher Street, Glasgow G42 7RN. Tel. 041 423 7495, please indicate which post interests you. The closing date for applications will be Monday 8th April 1987.

COVENTRY SCHOOL (Bablake and King Henry VIII) HMC, coeducational, 843 pupils on roll at Bablake. A well qualified

CLASSICIST

is required at Bablake in September to teach LATIN at all levels and to help with Classical Civilisation courses for both GCSE and A level candidates. Readiness to assist with extra-curricular activities, particularly boys' games, may be an important consideration. Government Salary Scale (above Basic for suitable qualifications and experience) plus Coventry School Allowance. Details of school in I.S.Y.B. Apply by letter (no forms) with curriculum vitae and names and addresses of referees to the Director, Coventry School, Bablake, Coventry CV1 4AU.

CONCORD COLLEGE Acton Burnell Hall Shrewsbury Shropshire Required for September 1987

Economics

for GCSE and A Level Classes

An experienced teacher of

Concord in a coeducational International Boarding School

Apply in writing to Principal with full CV and names of two referees

MANCHESTER GRAMMAR SCHOOL Required for September 1987 A graduate to teach ENGLISH throughout the age range 11-18 years. The successful candidate will be responsible for the school's English department and will contribute to the school's overall development.

Full details of skills being offered should be clearly stated in your c.v. and forwarded to the Headmistress.

HOWELL'S SCHOOL, DENBIGH, CLWYD, LL18 3EN. ENGLISH TEACHER

Howell's School is an independent Boarding School for girls with 320 pupils aged from 7 to 18 (70 girls in the Sixth Form).

An Honours graduate is required for April or September 1987 to teach English throughout the senior school. The post is suitable for a recently qualified and trained graduate and a willingness to help with extra-curricular activities is essential. Salary - Burnham Scale 1.

Letters of application with a c.v. and names, addresses and telephone numbers of two referees should be sent to the Headmaster at the above address from whom further details of the post are available upon application.

HOWELL'S SCHOOL

EPSON COLLEGE
H.M.C. Boarding and Day
School for 370 boys aged
18 years and 65 Sixth Form
girls

Applications, with full curriculum vitae and the addresses and telephone numbers of two referees (Headmaster, Epsom College, Surrey KT17 4JQ, to whom further information may be obtained.

- 'A' level teaching.
- Salary in accordance

Further details
plication form from
Secretary. (06612)

KENT
REDGEBURY SCHOOL

Requires for September
a fully qualified and
experienced DIRECTOR OF
Salary Burnham
Music plays a major
the life of the School
are three choirs and
tra and a wind band
an Assistant Director
performs music at the
School (age range
and there is a large
tic staff.

Long Eaton, Nottin
(HMC, 590 pupils)

1987
CH:
begin-
ning.

, Nr Reading RG8 C

red for September,
graduate to teach
RENCH
useful candidate

who can offer significant

ary: Burnham plus.
including a curriculum
two referees, to the Hea
school by Tuesday 24

COLLEGES OF FURTHER EDUCATION

CHESHIRE

SOUTH CHESHIRE COLLEGE
LECTURER II
ADULT TRAINING & CONTINUING EDUCATION
Further particulars and application forms may be obtained from The College, 200 Bank Avenue, Crewe CW2 9AB. Tel: 0270 69133 (00015) 220026

DURHAM

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Required for 1st September, 1987.
DEPARTMENT OF CATERING, HEALTH AND FASHION
LECTURER GRADE I IN NURSING STUDIES
To teach a variety of English National Board courses, the Diploma in Nursing and other health related areas. Applicants must be R.G.N. with a teaching qualification, experience, further qualifications and varied nursing experience would be an advantage.
Salary £6,843 - £13,656.
Application forms and further details (returnable by 2nd April, 1987) also available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7JH on receipt of a stamped addressed envelope. (06924) 220026

DURHAM

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
To organise and develop the course in Journalism within the Department and to make the leading contribution to the teaching of Journalism.
Applicants should have extensive experience in Journalism and in the education/training of journalists.
SALARY SCALE: £14,784 - £19,286.
Application forms and further particulars (returnable by 2nd April, 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7JH on receipt of a stamped addressed envelope. (06924) 220026

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Senior Lecturer Mathematics

Required for September 1987 suitably qualified person to teach Mathematics on a range of courses and lead the development of the subject with a team of specialists. Interest in the new FE curricula is an important additional qualification.

Lecturer I Biology (Temporary)

Required for September 1987 for one year suitably qualified person to teach and develop Biology and Human Biology for GCSE, 'A' level and BTEC First and National Certificate/Diploma courses. An ability to contribute to the teaching of Medical Laboratory Sciences would be an advantage.

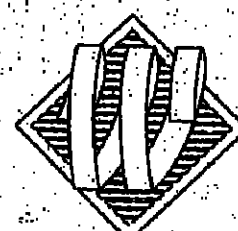
Applications will also be considered for two half-time lecturerships from those interested in job sharing schemes.

Applications forms and further details obtainable from the Principal's Secretary, East Herts College, Turnford, Broxbourne, EN10 6AF (0922-46451). Closing date: 3rd April 1987. (11578)

EAST HERTS COLLEGE

TURNFORD, BROXBORNE

Tel. Hoddesdon 466451



THE WELLBEING COLLEGE

Require

LECTURER IN MATHEMATICS

at Li or LII grade (depending on qualifications and experience)

to teach a wide range of students from basic arithmetic to 'A' level.

Please write or telephone for further details and an application form to:

The Principal's Secretary,
The Wellbeing College,
Church Street,
WELLINGBOROUGH,
Northants, NN8 4PD.
Tel. No. (0933) 224166

When telephoning with enquiries about this advert, please quote reference number NT04.

ESSEX

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
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GLOUCESTERSHIRE

NATIONAL ADULT CENTRE COLLEGE OF FURTHER EDUCATION
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
To organise and develop the course in Journalism within the Department and to make the leading contribution to the teaching of Journalism.
Applicants should have extensive experience in Journalism and in the education/training of journalists.
SALARY SCALE: £14,784 - £19,286.
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HAMPSHIRE

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
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Application forms and further particulars (returnable by 2nd April, 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7JH on receipt of a stamped addressed envelope. (06924) 220026

HERFORD

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
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HERFORD

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HERTFORDSHIRE

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LEICESTERSHIRE

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
To organise and develop the course in Journalism within the Department and to make the leading contribution to the teaching of Journalism.
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SALARY SCALE: £14,784 - £19,286.
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KENT

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
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KENT

COUNTY COUNCIL COLLEGE OF TECHNOLOGY
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
DEPARTMENT OF MANAGEMENT, BUSINESS AND JOURNALISM
PRINCIPAL LECTURER IN JOURNALISM
To organise and develop the course in Journalism within the Department and to make the leading contribution to the teaching of Journalism.
Applicants should have extensive experience in Journalism and in the education/training of journalists.
SALARY SCALE: £14,784 - £19,286.
Application forms and further particulars (returnable by 2nd April, 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7JH on receipt of a stamped addressed envelope. (06924) 220026

KIRKLEES

METROPOLITAN COLLEGE
Principal: R. Selby, M.A., C. Phys., M. Inst. P. S.A. C. Phys.
Required for 1st September, 1987.
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Teaching and Research Opportunities

The polytechnic has been awarded funding from the National Advisory Body for Higher Education which enables the appointment of the following additional staff.

RESEARCH

Research Assistant/Demonstrator in the Department of Life Sciences ("Herbicide Action at the Plant Cell Membrane") ref no. X0221.
Post Doctoral Research Fellow in the department of Mathematics, Statistics and Operational Research ("Risk Analysis and Modelling") ref no. X0222.
Two Research Fellows in the department of computing ("Parallelism for Artificial Intelligence Script Recognition Systems") ref no. X0223/4.
Salaries -
Research Assistant/Demonstrator - £6843 - £7641
Post Doctoral Research Fellow/Research Fellow - up to a max of £12063.

TEACHING

Teaching Appointments (full time or part time) will be made to the following departments:-
Electrical and Electronic Engineering Ref No. X0231
Industrial and Production Engineering Ref No. X0232
Mathematics, Statistics, and Operational Research Ref No. X0233
Physical Sciences Ref No. X0235
Education and School Technology, Craft and Design Ref No. X0236
Life Sciences (Part time only). Ref no. X0240
Salaries will be on the Lecturer/Assistant Lecturer scale (£8595 - £15873) or in the case of part time appointments will be £14.36 per hour.
The full time appointments will initially be for a fixed term of one year with a possibility of extension up to a maximum of a further 2 years.
Further details and forms of application are available from The Staff Officer, Trent Polytechnic, Burton St., Nottingham, NG1 4BU. Closing date 3 April 1987.
Please quote the Ref No. of the post for which you wish to apply. (12812)

Nene College Northampton

The following ten posts are available from 1st September 1987 due to rising enrolments and a substantial increase in the college's NAB allocation.

FACULTY OF EDUCATION & SOCIAL SCIENCE

LECTURER II (2 posts) IN EDUCATION (EARLY YEARS)
to contribute to Initial and Inservice teacher training programmes specialising in early years (3-8).

LECTURER II IN SOCIAL WORK
to teach on QCSW and Inservice courses in social care with specialist knowledge in mental handicap.

SENIOR LECTURER IN EDUCATION
to be responsible for READING AND LANGUAGE DEVELOPMENT work in Initial and Inservice teacher education programmes.

FACULTY OF HUMANITIES AND ADULT EDUCATION
LECTURER II IN ENGLISH AND DRAMA
to teach Drama on Initial and Inservice teacher education programmes and contribute to the teaching of English/Drama on combined studies degree and other programmes.

FACULTY OF MATHEMATICS, MANAGEMENT AND BUSINESS
SENIOR LECTURER IN COMPUTING
preference will be given to applicants with recent commercial experience in business Computing with an emphasis on systems analysis and design in a 4GL and database environment.

FACULTY OF TECHNOLOGY
LECTURER II IN CIVIL ENGINEERING
subjects, with an emphasis on Structures to teach modern commercial Civil Engineering practice on BTEC National and Higher National courses and on specific client-based courses.

For further information and application forms write stating for which post and enclosing an SAE to the Dean, of the appropriate faculty, Nene College, Moulton Park, Northampton NN2 7AL.

Closing date for applications for all posts is Friday 24th April, 1987. Interviews will be held during May 1987.

Northamptonshire County Council welcome applications regardless of race or ethnic origin, sex, marital status, or disability. (11499)

COLLEGES OF FURTHER EDUCATION

WARWICKSHIRE

NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY
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(1) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(2) Lecturer II in Electrical/Electronic Engineering. For this post duties will include teaching on various courses in the Department of Electrical Engineering, A-Level, BTEC Certificate and Diploma, City and Guilds, Electronic Service, and Microprocessor Applications.

(3) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(4) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(5) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(6) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

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(8) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(9) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(10) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(11) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(12) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(13) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(14) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(15) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

(16) Lecturer II in Mechanical and Production Engineering. Applicants, who should be graduates or possess an equivalent qualification, will be expected to teach the entire range of mechanical and production engineering subjects including First and Second Award, Diploma and Certificate level in at least one of the following areas: (a) Control - Instrumentation, Hydraulic/Pneumatic, Robotic.

OVERSEAS POSTS continued

FINLAND
English Kindergarten requires qualified nursery/infant teacher for 1.5 years beginning 1st August 1987.
Details: Roommury Vouti, Järvenpää, Finland, Tel: 71-231517 (no answer 71-231517) (daytime) (35604) 460000

FRANCE
Language school in Tampere seeks experienced and qualified English teachers. One year's teaching experience essential. B.A. and TEFL preferred. Start 1st-15th September 1987. Salary/allowance paid. Accommodation is provided by the school.
Further information and applications: IWO Kiel, Postfach 100, D-2300 Kiel, Germany. Tel: 0431-355-931, 123519, (00060) 460000

GERMANY
English Language Instructor wanted to live in Germany and teach foreign students. Guaranteed income. German language required.
Europ Sprachschule, Rindorf 2, 44000, Filder/Germany (00067) 460000

EGYPT
ALEXANDRIA
El Nasr Girls' College and Victoria College Alexandria. One year's teaching experience essential. B.A. and TEFL preferred. Minimum salary 5,000 fira. Apply direct with photo to: The Schools, 25 Rue Lafayette, 53000 Nancy, Tel: 83.35.04, 03764 460000

ITALY
ENGLISH LANGUAGE INSTITUTE
Rome. Enthusiastic with strong voice, aged 26-34 years. Only serious applications. Immediate start. Excellent conditions. S.R.E.C. Tel: 01-722 7305, (00310) 460000

For further details and an application form please write to: The Director, World-wide Education Service, Stroud, Gloucestershire, GL4 4-30, Osnaburgh Street, London, W1A 1AA. Tel: 01-347 9928.

Interviews hoped to be held 7, 8 & 9th April, (00337) 460000

GREECE
BRITISH EMBASSY SCHOOL
Athens. Greek. Co-educational preparatory school. Requires two experienced teachers for 1987-88. Curriculum: English, Mathematics, Science, History, Art, Music, Physical Education. Salary: 1. Infant teacher (4-7 years) 2. Infant teacher (8-11 years) 3. Infant teacher (12-14 years) 4. Infant teacher (15-18 years) 5. Infant teacher (19-22 years) 6. Infant teacher (23-26 years) 7. Infant teacher (27-30 years) 8. Infant teacher (31-34 years) 9. Infant teacher (35-38 years) 10. Infant teacher (39-42 years) 11. Infant teacher (43-46 years) 12. Infant teacher (47-50 years) 13. Infant teacher (51-54 years) 14. Infant teacher (55-58 years) 15. Infant teacher (59-62 years) 16. Infant teacher (63-66 years) 17. Infant teacher (67-70 years) 18. Infant teacher (71-74 years) 19. Infant teacher (75-78 years) 20. Infant teacher (79-82 years) 21. Infant teacher (83-86 years) 22. Infant teacher (87-90 years) 23. Infant teacher (91-94 years) 24. Infant teacher (95-98 years) 25. Infant teacher (99-102 years) 26. Infant teacher (103-106 years) 27. Infant teacher (107-110 years) 28. Infant teacher (111-114 years) 29. Infant teacher (115-118 years) 30. Infant teacher (119-122 years) 31. Infant teacher (123-126 years) 32. Infant teacher (127-130 years) 33. Infant teacher (131-134 years) 34. Infant teacher (135-138 years) 35. Infant teacher (139-142 years) 36. Infant teacher (143-146 years) 37. Infant teacher (147-150 years) 38. Infant teacher (151-154 years) 39. Infant teacher (155-158 years) 40. Infant teacher (159-162 years) 41. Infant teacher (163-166 years) 42. Infant teacher (167-170 years) 43. Infant teacher (171-174 years) 44. Infant teacher (175-178 years) 45. Infant teacher (179-182 years) 46. Infant teacher (183-186 years) 47. Infant teacher (187-190 years) 48. Infant teacher (191-194 years) 49. Infant teacher (195-198 years) 50. Infant teacher (199-202 years) 51. Infant teacher (203-206 years) 52. Infant teacher (207-210 years) 53. Infant teacher (211-214 years) 54. Infant teacher (215-218 years) 55. Infant teacher (219-222 years) 56. Infant teacher (223-226 years) 57. Infant teacher (227-230 years) 58. Infant teacher (231-234 years) 59. Infant teacher (235-238 years) 60. Infant teacher (239-242 years) 61. Infant teacher (243-246 years) 62. Infant teacher (247-250 years) 63. Infant teacher (251-254 years) 64. Infant teacher (255-258 years) 65. Infant teacher (259-262 years) 66. Infant teacher (263-266 years) 67. Infant teacher (267-270 years) 68. Infant teacher (271-274 years) 69. Infant teacher (275-278 years) 70. Infant teacher (279-282 years) 71. Infant teacher (283-286 years) 72. Infant teacher (287-290 years) 73. Infant teacher (291-294 years) 74. Infant teacher (295-298 years) 75. Infant teacher (299-302 years) 76. Infant teacher (303-306 years) 77. Infant teacher (307-310 years) 78. Infant teacher (311-314 years) 79. Infant teacher (315-318 years) 80. Infant teacher (319-322 years) 81. 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Infant teacher (651-654 years) 164. Infant teacher (655-658 years) 165. Infant teacher (659-662 years) 166. Infant teacher (663-666 years) 167. Infant teacher (667-670 years) 168. Infant teacher (671-674 years) 169. Infant teacher (675-678 years) 170. Infant teacher (679-682 years) 171. Infant teacher (683-686 years) 172. Infant teacher (687-690 years) 173. Infant teacher (691-694 years) 174. Infant teacher (695-698 years) 175. Infant teacher (699-702 years) 176. Infant teacher (703-706 years) 177. Infant teacher (707-710 years) 178. Infant teacher (711-714 years) 179. Infant teacher (715-718 years) 180. Infant teacher (719-722 years) 181. Infant teacher (723-726 years) 182. Infant teacher (727-730 years) 183. Infant teacher (731-734 years) 184. Infant teacher (735-738 years) 185. Infant teacher (739-742 years) 186. Infant teacher (743-746 years) 187. Infant teacher (747-750 years) 188. Infant teacher (751-754 years) 189. Infant teacher (755-758 years) 190. 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Education Division Inspector (South)

£19,280-£20,766 p.a.
(Soulbury H.T. Group 10)

A well qualified and experienced candidate (male or female) is sought for this senior post within the Advisory and Inspection Service which is charged with the three major tasks of assessment, reporting/advisory and development. As well as making a significant contribution to phase or curriculum specialist work, the post holder will be working closely with senior colleagues to ensure the development of practice in all aspects of Inspectorate work with schools and colleges. Vacant 1 September.

General Inspectors (3 Posts)

£18,075-£19,587 p.a.
(Soulbury H.T. Group 9)

Primary Phase Special Education Needs Mathematics

The successful post-holders (male or female) will be encouraged to develop strategies which review practice and both challenge and support teachers. This will involve working closely with other colleagues (at all levels in the service) in a range of Inspectorial, professional and curriculum development tasks. Candidates are sought for each of the three posts who, from a broad base of skills and understanding, can contribute fully to this comprehensive programme. Vacant 1 September.

For the above posts relocation expenses where appropriate.
Application forms and further details for all four posts are available from the Chief Education Officer at County Hall, Please include a large 32p stamped addressed envelope (31cm x 28cm). Closing date 27 March. Please quote ref. A16/161.

An Equal Opportunity Employer.



**Nottinghamshire
County Council**
County Hall - West Bridgford
Nottingham NG2 7QP

Leicestershire ASSISTANT EDUCATION OFFICERS

PO44 (subject to review) £14,882 — £18,011

Two new interesting and demanding posts (one in Schools Branch and one in the Premises and Development Branch of the Education Department) are available to help manage a major review of secondary education in Leicestershire, and to assist in other aspects of the Department's work. The posts will also cover a varied range of work in schools and in the office and are open to graduates with good teaching and LEA administrative experience.

Car allowance, Car leasing scheme and assistance with relocation expenses both available in approved cases.

Application forms and further particulars available on receipt of a.s.e. from the Director of Education, Room 25, County Hall, Glenfield, Leicester, LE3 8NF. Closing date: 10th April 1987.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and neither experienced, and supported by a recognised agency e.g. A.R.O.

EDUCATION DEPARTMENT ADVISER FOR 10 - 13 YEAR OLDS GRADE: SOULBURY HEADTEACHER GROUP 8: £16,785 — £18,273 PER ANNUM (UNDER REVIEW)

Applications are invited for this new permanent post to be established from 1st September 1987 to develop strategies for curriculum continuity between primary and high schools and for the lower secondary school curriculum.

Applicants should have knowledge of recent developments in the last years of primary education and in the last years of secondary education and be able to assess their impact on the first three years of secondary education.

Application forms and further details are obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury 10 08W (Telephone: 061-765 5115) by 6th April 1987.

AN EQUAL OPPORTUNITY EMPLOYER

**BURY METROPOLITAN
BOROUGH**

ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT CAREERS OFFICER (UNEMPLOYMENT SPECIALIST)

Ref. ED.123
£7,311-£10,164 p.a.

plus casual user car allowance and car loan facilities

To work as a member of the Central Team developing work with unemployed young people, and liaising with employers and managing agents of Y.T.S. Schemes. Applicants should be qualified, having completed or about to complete a recognised course for the Diploma in Careers Guidance. Those completing Part 1 of the Diploma are also welcome to apply.

CAREERS OFFICER (ETHNIC MINORITY)

Ref. ED.122
£7,311-£10,164 p.a.

plus casual user car allowance and loan facilities
Required to provide specialist help to unemployed young people from the ethnic minorities using an outreach case work approach to contact young people not regularly attending Careers Centres. Duties will involve diagnosing problems, advising and assisting young people in finding suitable jobs or other appropriate opportunities.

Applicants should be experienced and qualified with the Diploma in Careers Guidance although consideration will also be given to applicants who are suited by reason of alternative qualifications and/or experience. An outgoing personality will be an advantage in establishing close liaison with ethnic minority groups and Y.T.S. Schemes.

A knowledge of Asian languages would be an advantage. Applicants from members of the ethnic minority communities are especially welcome.

Last date for receipt of completed applications: 13th April, 1987.

Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Darwall Street, Walsall WS1 1TP, quoting job title and reference number.

Tel: Walsall 21244 ext. 3202.

Walsall

An Equal Opportunity Employer

Metropolitan Borough



South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

EDUCATION DEPARTMENT

Senior Careers Officer £11,604 — £12,297 p.a.

A vacancy has arisen for the above post at South Shields Careers Office. The successful candidate will be part of an energetic and innovative management team, and will carry responsibility for the professional and administrative work undertaken at this office, together with a reduced school-based vocational guidance caseload.

Applicants should be able to demonstrate substantial and successful administrative and/or specialist experience within the Careers Service, and must hold Parts 1 and 2 of the Diploma in Careers Guidance.

A Casual User Car Allowance is attached to this post and assistance with removal costs may be available.

Careers Officer £8,391 — £9,216 p.a.

Applications are invited from qualified Careers Officers for the above post based at Heston Careers Office. The post carries a caseload of unemployed clients and young people in the Youth Training Scheme, together with an involvement in a range of initiatives associated with training and unemployment e.g. Job Clubs.

The successful candidate will be required to visit employers, educational institutions and managing agents, and complete quarterly reports, returns and written reports as requested by the Team Leader. A Casual User Car Allowance is attached to this post and assistance with removal expenses may be available.

Application forms are available from the Chief Personnel and Management Services Officer, Westgate Hall, Westgate Village, South Shields (Telephone 4554988) and should be returned by Noon on Friday 3rd April 1987.



EDUCATION DEPARTMENT Deputy Principal Careers Officer £11,307 - £12,009

To be Deputy to the Principal Careers Officer and to assist him in carrying out his responsibilities for the overall administration of the Careers Service in this Outer London Borough. The postholder will be required to act as the second most senior member of the Careers Officers team and to assume responsibility for the day-to-day supervision of sectors of the area and service.

Applicants should possess a university degree, or equivalent, and appropriate specialist diploma. Appreciable experience is essential in both careers guidance and the supervision of careers staff as relevant to senior duties of this post.

A casual car user's allowance is payable and consideration will be given to assistance with removal and related legal expenses.

Application forms and further details obtainable from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5740.

Closing date 10 April 1987.

LONDON BOROUGH OF
SUTTON

COLCHESTER INSTITUTE CHIEF ADMINISTRATIVE OFFICER and CLERK TO THE GOVERNING BODY

Applications are invited for the chief administrative post in this major College of Further and Higher Education. The successful applicant will be a member of the senior management team and will be responsible for three key areas: — administration; financial management and budgetary control; personnel, including responsibility for non-teaching support services. Experience in computer-based management information systems would be an advantage.

Salary Range:

Principal Officer's Scale P05

£18,011 — £17,180 per annum.

Further details may be obtained from The Director, Colchester Institute, Sheepen Road, Colchester CO3 3LL (Telephone: 0206-570271).

Closing Date: Thursday, 16th April, 1987.



ADVISER FOR SPECIAL EDUCATIONAL NEEDS Soulbury: Headteacher Group 9

Applications are invited from candidates with recent successful teaching and management experience to a senior level in mainstream and/or special schools.

This is a new post with important responsibilities to promote effective learning for young people with special educational needs within mainstream and special provision, across the full age and ability range, and to play a major role in the area of in-service training for teaching and ancillary staff.

Application forms and further details available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD.

Closing date: 3rd April 1987.



ADMINISTRATION - LEA

CAMBRIDGESHIRE COUNTY COUNCIL

An Equal Opportunity
Employer

ASSISTANT EDUCATION OFFICER (SCHOOL)

£14,000 - £15,245 p.a.

This is one of two fourth tier posts available in the Schools Branch. The successful applicant will be expected to play a major role in policy development across the whole range of issues affecting schools.

Application forms and further details are available from Mrs B. Howland, County Education Officer, County Hall, 100 High Street, Cambridge CB2 3RQ. Tel: 0223 317651. Closing date 10 April 1987. 480000

NORTHUMBERLAND EDUCATION DEPARTMENT CAREERS ADVISER SCALE

£14,000 - £15,245 p.a.

Applications are invited for two posts, one to be based in Hexham and one in Newburn. Candidates should be professionally qualified and hold a current driving licence. The successful candidate will be expected to carry out a full range of duties concerned with careers guidance, employment and training for young people and work with employers.

For further details and application forms, please send a stamped addressed envelope to: The Director of Education, County Hall, Morpeth, Northumberland NE41 1JL. Closing date Friday 3rd April 1987. (06783) 480000

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General Inspector for Information Technology and Computer Studies

£18,357 - £19,869

To be responsible for information technology and computer studies in schools and colleges across the County and for general advice to a small group of schools in the North East Area.

You should have substantial and successful teaching experience, one of it at a senior level. Experience of contributing to in-service education would be an advantage. This post will be based at the Area Education Office at Weybridge.

Further details and application form from Education Department, N.T.P. Section, County Hall, Kingston upon Thames, KT1 2DJ. Tel: 01-841 9690 quoting ref. NTP36. Closing date 3 April 1987.

Youth and Community Worker

£10,128 - £11,328

Qualified Youth and Community Worker is required to work in the North East Education Area of Surrey. You will be responsible for the delivery of Youth and Community Work. This purpose built Centre has a local Management Committee and operates a programme of personal and social education for young people and is keen to develop its work with the Centre is used by many community groups. The work is supported by a team of seasonal youth workers (part time) and volunteers.

We need an enthusiastic, experienced and committed youth worker. You should hold a Youth Work or teaching qualification and have proven management skills. The County Council has a generous relocation assistance scheme and temporary housing may be available.

Application form and further details from Mr. Peter Wiles, Senior Youth and Community Officer, N.E. Area Youth and Community Centre, 7 Monument Hill, Weybridge, Surrey, Tel: Weybridge 8291. Closing date 8 April 1987.

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Inspector for Visual Arts

Applications are invited for this newly established post which offers a considerable scope for an experienced, enthusiastic and well qualified teacher committed to Visual Arts as an essential part of the education for all pupils.

The post is suitable for those new to Inspectorate work or for experienced Inspectors and Advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Soulbury and salary is in the range Head Teacher Group 8-10.

Application forms and further details are available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD.

Closing date: 3rd April 1987.

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County Adviser for Home Economics and Design Education

(Based at Dorchester)
Burnham Headteacher Group 8
£16,785 to £18,273

From 1 September 1987

Applicants should have held major responsibility in Schools, and experience of advisory work would be an advantage. A full valid driving licence is essential.

Application forms returnable by 3 April 1987, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ, on receipt of a large foolscap a.s.e. Please quote post C03 31X.

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PROJECT CO-ORDINATOR (Temporary)

Salary: Senior Lecturer Scale

Applications are invited for this post for a FEU/MSC funded project "Equal Opportunities for Ethnic Minorities in NAFE".

The appointment will commence as soon as possible and is until 31st October 1987. Applications from suitably qualified and experienced black men and women will be particularly welcome as black people are under-represented at SL level in Further Education. All applicants will be considered on merit (Section 39 of RRA).

Further details and application form (returnable by 10th April 1987) from the Director of Education, Avon House North, PO Box 57, St. James Barton, Bristol BS99 7EB (enclosing a.s.e.).

Education Department

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Examiners

MIDLAND EXAMINING GROUP

HISTORY
JOINT GCE 'O' LEVEL/CSE EXAMINATION, JUNE 1987

Assistant Examiners are required to mark examination scripts in the following syllabuses:

- British Social and Economic History, 1700 - the present day.
- Schools History Project.

Applicants should be between 25 and 45 years of age, and have had a minimum of three years' teaching experience. Preference will be given to applicants with experience in marking the relevant syllabus. It is hoped that successful applicants will also wish to mark in the GCSE examination from 1988 onwards.

Application forms can be obtained by writing to The Secretary, University of Cambridge Local Examinations Syndicate, Hills Road, Cambridge CB1 2EU.

(00052) 60000

Miscellaneous

A SALES CAREER with our life of Canada offering an interesting and rewarding future combining security and great opportunity. Full training, unlimited prospects and area of your choice. Phone 01-930 3400, ext. 267, or write Mr. R. A. Colley, 84 Cockspur Street, London SW1Y 9HH. (35591) 60000

AVON COUNTY COUNCIL

Require three area training officers, used at Bristol Kingswood. All-rounders. Nor- training officers. Salary £15,000 per week. These are Community Programme vacancies for the long term vacancy.

Apply in writing with CV to Joblink, 3rd Floor, Centre Gate, Clifton Avenue, Bristol BS1 1JF by 3rd April 1987 (00504) 60000

DONCASTER PROJECT CO-ORDINATOR

We require a person to co-ordinate an investigation into new forms of practical assessment systems and procedures identified in the National Preferred Scheme for Raising Standards. The project is for 6 months, near residence to Doncaster. Preferred but not essential. The project is funded by the Department of Education. The project is funded by the Department of Education. The project is funded by the Department of Education.

Salary £14,000 p.a. pro rata. Closing date 3rd April 1987. Application by letter to: The Secretary, Training, Skills and Development, Silver Street, Doncaster. (00266) 60000

ISIS (NORTH)
Applications are invited for the post of:

REGIONAL DIRECTOR
which will become vacant in January 1988.

Salary not less than £10,000 p.a.

Further details available from Mrs. M. Crawshaw, 12 Mill Wharf, Waverton, Chester CH3 7TP.

To whom applications should be sent.

Closing date for applications 24th April 1987. (00556) 60000

KENT AND THE WIDER WORLD PROJECT

Full-time Development Education Worker required for Kent. To work alongside statutory and voluntary bodies to design the content and delivery of the project. Development Education Worker. Post available for two years in the first instance. Own car essential. Further details and application form from Mrs. Margaret Edmonds, Kent TNS FAR. (00000) 60000

WALES

ASSISTANT OFFICER
Applications are invited for the post of Assistant Officer in the Museum Schools Service of the National Museum of Wales. The Assistant Officer will be responsible for developing services to schools related to the teaching of history and will take charge of a range of activities devised for pupils of primary, secondary and tertiary schools. The post is a full-time position. The post is a full-time position. The post is a full-time position.

Salary will be on the scale £14,751 to £16,035. Further particulars and application form may be obtained from the Secretary, National Museum of Wales, Cardiff CF1 3NP. Applications will be considered not later than 10th April. (03000) 60000

SUMMER TEACHING JOBS IN AMERICA

Work on American children's camps, mid-June to end August, are available. For details of Market- ing Services, World Book- children's camps, 77 Mount Ephraim, Tisbury, Wiltshire, SN14 8AZ. (00021) 50000

PART-TIME EDUCATIONAL REPRESENTATIVE

Required for the post of Part-time Educational Representative in the East of England. The post is a part-time position. The post is a part-time position. The post is a part-time position.

WHY NOT TRAIN TO TEACH

exciting work, classes in your area. Proven success. 0628 22902. Also require local Supervisors. (35505) 60000

The Duke of Edinburgh's Award Director

More than 2 million young people have already responded to the challenge of this Scheme which is coordinated and promoted by the Award's Headquarters in London and nine regional offices throughout the United Kingdom.

The present Director will relinquish his post after 10 years later this year and the Scheme now seeks a successor. Key tasks will be to promote the Scheme's operation, to organise the fund raising required, to manage the Headquarters and Regional staffs and to liaise with the International Secretariat for development overseas.

The ideal candidate for this exceptionally challenging appointment will be used to providing leadership in a public and visible role and will have outstanding communication skills. Commitment to the interests of young people, experience of youth affairs in education, industry and the community at large are vital, as well as the ability to meet and win the support of a wide range of people and interests. The preferred age range is 40 to 50.

The appointment is based in Central London. Salary is £35,000 and other terms and conditions of service are good and include a car and a pension scheme.

Please apply in confidence to Gregory T M Hinds, Ref. GH619, Coopers & Lybrand Executive Selection Limited, Shelley House, 3 Noble Street, London EC2V 7DQ, 01-606 1975.



Part-time Posts

LANCASHIRE COUNTY COUNCIL
An Equal Opportunity Employer
RECREATION TRAINER - COMMUNITY LANGUAGE
(Grade 2)
Required from the 1st September 1987 for the post of Recreation Trainer. The post is a part-time position. The post is a part-time position. The post is a part-time position.

For application forms and details of the post, please write to the Chief Education Officer, Preston P1 8RJ. Closing date: 2nd April 1987. (00355) 60000

Outdoor Education

SHROPSHIRE
Required for the post of Outdoor Education Officer. The post is a part-time position. The post is a part-time position. The post is a part-time position.

For application forms and details of the post, please write to the Chief Education Officer, Shropshire Council, Shrewsbury. Closing date: 2nd April 1987. (00355) 60000

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